DOCUMENT RESUME

ED 457 670 EF 005 995

| | |
|---|---|
| TITLE | Long-Range Facilities Master Plan, 1999-2013, for San Diego City Schools. |
| SPONS AGENCY | San Diego City Schools, CA. |
| PUB DATE | 1999-00-00 |
| NOTE | 203p.; Prepared by HMC Architects, San Diego, CA. |
| AVAILABLE FROM | For full text: http://www.sdcs.k12.ca.us/comm/masterplan/. |
| PUB TYPE | Reports - Descriptive (141) |
| EDRS PRICE | MF01/PC09 Plus Postage. |
| DESCRIPTORS | Educational Facilities Improvement; *Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; Guidelines; *Master Plans |
| IDENTIFIERS | *San Diego County Department of Education CA |

ABSTRACT

This document describes the steps taken by the San Diego City Schools to determine existing and future needs, to establish guidelines and standards for the future, and to develop an implementation plan to provide the district's students with the best facilities possible in order to optimize the learning environment. The plan reports that enrollment will increase by 13,400 students in the next five years. Overall costs of immediate facility improvements and new schools total $1.51 billion. Allocations for new school construction are $550 million; the remaining $950 million is dedicated to renovation work. Another $2.5 billion of needed additional renovation and new construction, unfunded at the present time, is also identified. The district has utilized a variety of funding sources, with the premier source being four successful voter-approved bonds in the last 25 years. Using the available funds, the district will implement the first phase of renovation and new construction within the next five to ten years. (GR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 457 670

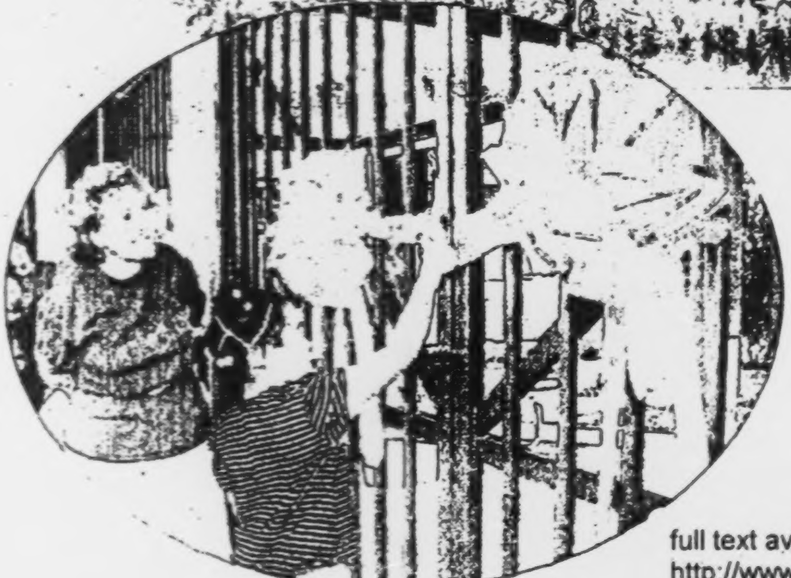
# Long-Range Facilities Master Plan

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E. S. Fletcher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EF 005 995

full text available at:
http://www.sdcs.k12.ca.us/comm/masterplan/

San Diego City Schools

HMC Architects

BEST COPY AVAILABLE

> *"The mission of the San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."*

# Mission Statement

# Long-Range Facilities Master Plan 1999-2013

for

# San Diego City Schools

**Prepared by**

HMC Architects

*11682 El Camino Real, Suite 300*
*San Diego, California*
*Tel: 858-794-5577*
*Fax: 858-794-5575*

## SAN DIEGO CITY SCHOOLS BOARD OF EDUCATION

**Ed Lopez**
*President*
*Area E Representative*

**Sue Braun**
*Vice President*
*Area B Representative*

**John de Beck**
*Member*
*Area C Representative*

**Ron Ottinger**
*Member*
*Area D Representative*

**Francis O'Neill Zimmerman**
*Member*
*Area A Representative*

**Alan D. Bersin**
*Superintendent of Public Education*

***Approved by***
*San Diego City Schools*

***Adopted by***
*San Diego City Schools*
*Board of Education*

> *"It is the vision of the district to provide educational facilities that are safe, healthy and aesthetically pleasing; to support optimal teaching and learning for all students; and to welcome parents and community."*

Adopted by the Board of Education, January 1993.

# LONG-RANGE FACILITIES MASTER PLAN

## DISTRICT STAFF

| | |
|---|---|
| **Henry E. Hurley** | *Chief Administrative Officer* |
| **Bruce Husson** | *Deputy Administrative Officer Business Services* |
| **Pat Zoller** | *Business Services Administrator* |
| **Tom Calhoun** | *Director, Facilities Development Department* |
| **Jan Hintzman** | *Manager, Facilities Allocation Department* |
| **Roy MacPhail** | *Demographer* |
| **Mel Roop** | *Manager Facilities Planning Department* |
| **Joe Wolf** | *Facilities Planner* |

## CONSULTING STAFF

| | |
|---|---|
| **Randal L. Peterson, AIA** | *HMC Architects* |
| **Katherine I. Lord, AIA** | *HMC Architects* |
| **John Nichols, AIA** | *HMC Architects* |
| **Gale Larson** | *HMC Architects* |
| **Jon Richardson** | *HMC Architects* |
| **Ryan Broley** | *HMC Architects* |
| **John Hoglen** | *HMC Architects* |
| **Marvin Reyes** | *HMC Architects* |
| **Cheryl Buechler** | *HMC Architects* |
| **Mike Winters** | *Coldwell, Flores Winters* |
| **Don Bland** | *Coldwell, Flores Winters* |
| **Mike Lackey** | *Pinnacle One* |
| **Pat Yasher** | *Pinnacle One* |

# ACKNOWLEDGEMENTS

# FACILITIES REVIEW PUBLIC WORKING COMMITTEE

## MEMBERS

| NAME | ORGANIZATION |
|---|---|
| Luis Aragon | La Raza Lawyers |
| Honorable Ralph Arreola | Judiciary Representation |
| Doug Barnhart | At-large Participant |
| Doug Beckham | District A Representative |
| April Boling | Community Budget Advisory Committee |
| Jim Brown | California School Employees Association |
| Richard Bundy | District D Representative |
| Boone Hellmann | University of California, San Diego |
| Tracy Morgan Hollingworth | San Diego Association of Realtors |
| Kurt Hunker | American Institute of Architects |
| Gil Johnson | San Diego Urban League |
| Charles Kahalifa King | PTA |
| Mariam Kirby | Facilities Steering Committee |
| Marc Knapp | San Diego Education Association |
| Michael Lorch | District C Representative |
| Art Lujan | San Diego Building Trades Council |
| Gail MacLeod | Citizens Coordinate for Century 3 |
| Crosby Milne | Advisory Committee on Utilization of Excess School Property |
| Jose Mireles | District E Representative |
| Tad Parzen | Greater San Diego Chamber of Commerce |
| Ralph Pesquiera | Mexican American Business & Professional Association |
| Debbie Rinehart | PTA |
| Jan Sciortino | League of Women Voters |
| Les Pierres Streater | PTA |
| Jim Swank | Administrators Association |
| Paul Tryon | Building Industry Association |
| Dr. Stephen Weber | San Diego State University |
| Rosemary Willoughby | California School Employees Association (Office Technical and Business Services Unit) |
| Lee Wills-Irvine | Qualcomm |

## DISTRICT REVIEW TEAM 1998-99

| | |
|---|---|
| **Ron Ottinger** | President, Board of Education |
| **Dr. Frank Till** | Deputy Superintendent |
| **Dr. Ruben Carriedo** | Assistant Superintendent, Planning, Assessment and Accountability |
| **Dick Daniels** | Executive Director Communications and Community Relations Div. |
| **Henry Hurley** | Controller |
| **Bruce Husson** | Assistant Superintendent, Business Services Division |
| **Tom Calhoun** | Facilities Development Director |
| **Rick Carlton** | Maintenance and Operations Information Systems Coordinator |
| **Jim Geldert** | Schools Architect/ Facilities Development Assistant Director |
| **Jan Hintzman** | Facilities Planning Acting Director |
| **Dana Keller** | Administrative Secretary |
| **Scott Patterson** | Budget Director |
| **Mel Roop** | Facilities Planning Acting Director |
| **Dr. Robert Ryan** | Assessment and Evaluation Director |
| **Sam Strong** | Maintenance and Operations Director |
| **Linda Sturak** | Principal on Special Assignment |
| **Joe Wolf** | Facilities Planner |
| **Candy Vaught** | Maintenance and Operations, Business Coordinator |
| **Pat Zoller** | Business Services Administrator |
| **Dr. Michele Marcus** | Principal, Mission Bay High School |
| **Dr. Jeannie Steeg** | Principal, Zamorano Elementary School |

## CONSULTING STAFF

| | |
|---|---|
| **Lewis Michaelson** | *Jason Associates Corporation* |
| **Sara Katz** | *Katz & Associates* |
| **Jer Carrasco** | *Katz & Associates* |
| **Steve Hughes** | *Katz & Associates* |
| **Randal L. Peterson, AIA** | *HMC Architects* |
| **John Nichols, AIA** | *HMC Architects* |
| **Mike Winters** | *Coldwell, Flores Winters* |
| **Mike Lackey** | *Pinnacle One* |
| **Pat Yasher** | *Pinnacle One* |

# TABLE OF CONTENTS

**CHAPTER** **PAGE**

INTRODUCTION

EXECUTIVE SUMMARY

ONE DESCRIPTION OF FACILITIES PLANNING PROCESS 1.1

- District Planning History 1.1
- Area Planning & Facilities Steering Committees 1.4
- Analysis of Sites 1.8
- Community Cluster Meetings 1.9
- Facilities Review Public Working Committee 1.11
- Planning for Proposition MM 1.14
- Board of Education 1.17

TWO SCHOOL PROGRAMS 2.1

- Institute for Learning 2.1
- Elementary Schools 2.5
- Middle/Junior High Schools 2.6
- High Schools 2.8
- Special District Wide Programs 2.9
- Alternative Education 2.10

THREE SUPPORT SERVICES 3.1

- Instructional Materials and Technology 3.1
- Student Services 3.3
- District Services 3.5

# CHAPTER PAGE

FOUR EXISTING FACILITIES 4.1

- High School Attendance Areas 4.1
- Inventory of Facilities 4.2
  - Elementary Schools
  - Middle/Junior High Schools
  - High Schools
  - Alternative Schools 4.21
  - Child Development Centers 4.22
  - Educational Support Facilities 4.24
  - Closed/Leased Schools and School Sites 4.25
  - Unimproved School Sites/Acreages 4.25
- School Site Data 4.26

FIVE DEMOGRAPHICS 5.1

- Enrollment History 5.1
- Enrollment Forecasts 5.3

SIX IMPLEMENTATION PLAN 6.1

- Facility Guidelines 6.2
- Existing Policies 6.4
- District Standards 6.8
- Priorities 6.10
- Existing Facilities 6.12
- New Facilities to Accommodate Growth and Relieve Overcrowding 6.25
- Implementation Plan by Attendance Areas 6.30
- Implementation Costs 6.90
- Phase 1 - Proposition MM 6.91
- Implementation Schedule 6.93
- Potential Phase 1 Funding Sources 6.94

**APPENDIX (Attendace Area Binders)**

Includes for each school site:

- Attendance Area Map
- Site Plan
- Historical and Projected Enrollment
- Identified Facilities Needs
- Proposition MM Projects

## LIST OF EXHIBITS

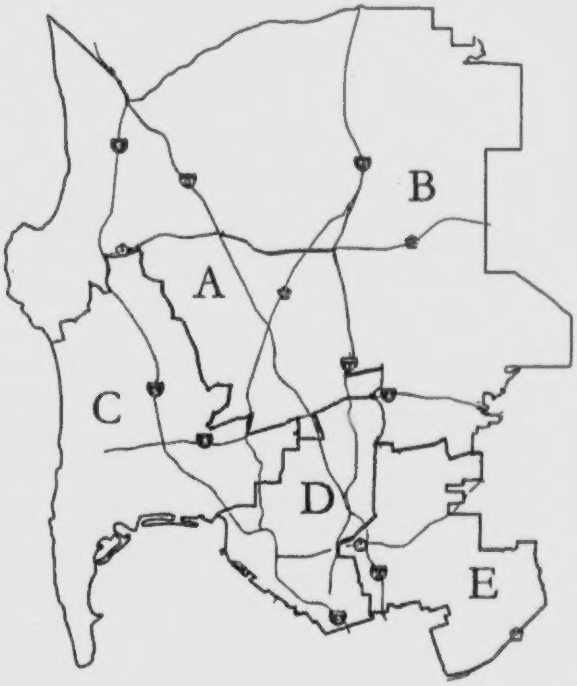
| | |
|---|---|
| Elementary School Boundary Attendance Areas (map) | 4.18 |
| Middle Level Boundary Attendance Areas (map) | 4.19 |
| Senior High School Boundary Attendance Areas (map) | 4.20 |
| Child Development Centers (map) | 4.23 |
| Closed and/or Leased and Unimproved School Sites (map) | 4.25 |
| Historical and Projected Enrollment (chart) | 5.2 |
| Areas of Future Significant Enrollment Change (map) | 5.4 |
| School Enrollment Forecasts for 2003-04 and 2008-09 (chart) | 5.6-5.10 |
| 15-Year Projection by High School Attendance Area | 5.11 |
| SANDAG Series 8 Housing Forecasts | 5.13 |
| School Planning Criteria | 6.9 |
| Prop. MM Bond Expenditures by School | 6.17 - 6.23 |
| General Location of New Schools | 6.28 |
| Summary of Needed and Funded New School Facilities | 6.30 |
| Cost of Long-Range Facilities Master Plan | 6.90 |
| Prop. MM Bond Expenditures | 6.92 |

# LIST OF EXHIBITS

*" There are approximately 141,000 students attending 177 schools in San Diego City Schools today."*

San Diego City Schools (SDCS) is a unified school district educating children and adults from grades pre-kindergarten through 12. SDCS is currently the eighth-largest urban school district in the United States. There are approximately 141,000 students attending 177 schools in San Diego City Schools today. There are approximately 84,000 students in elementary school (K-6), and 57,000 students in secondary (7-12 plus special programs). All schools are located within the boundaries of 16 high school attendance areas. The district's boundary extends from National City in the south to La Jolla in the north and Point Loma in the west to La Mesa and Scripps Ranch in the east. (Refer to Chapter Four for a complete listing of all the schools including their addresses and telephone numbers.) The district is also divided into five distinct areas, each represented by a different school board member.

What is the district going to do in the next 15 years and how will it allocate its resources? The existing 1987 Long-Range Plan was not comprehensive enough to deal with all the changes that have occurred since its implementation. Updates were useful but did not comprehensively address issues that did not exist at its implementation like class-size reduction, deteriorating facilities, etc. Due to legislative and voter actions and the recent passage of Proposition MM in November 1998, a new two-phase plan is being implemented.



The first phase of the Long-Range Facilities Master Plan (LRFMP) addresses the districtwide needs identified as having the highest priority. These needs include the major repair and replacement backlog, housing students, and projects to improve teaching and learning. The LRFMP also serves as a basis for Proposition MM. The successful passage of Prop. MM in November 1998 and the district's participation in the State School Facility

# INTRODUCTION

Program provides funding to completely address all the needs identified in Phase 1.

The plan's second phase addresses the need for facilities to house all students through the planning period, and addresses individual site needs not considered to be districtwide priorities. These needs will be implemented as additional funds become available.

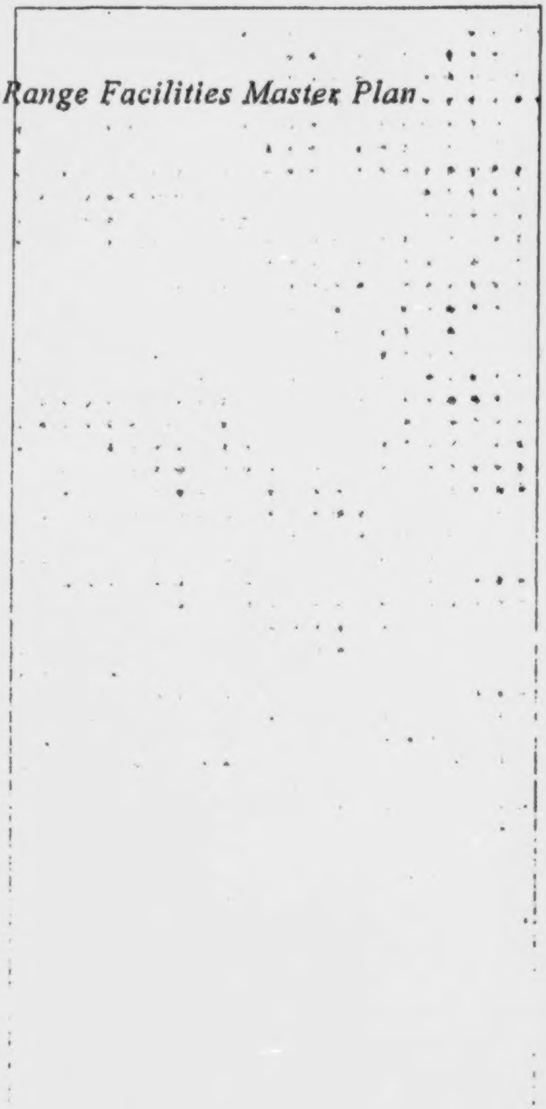
This Long-Range Facilities Master Plan will help serve as a guide for assessing the need for facility improvements and capital investments by identifying the scope of repairs, modernization, upgrades and new construction required for the near and far future. Groups involved in accomplishing this task include community members; city and county planning agencies; district educational, financial and planning staff; parents and students. This plan is designed to ensure that future decision-making is developed with community consensus.

The following LRFMP describes the steps taken by the district to determine existing and future needs, establish guidelines and standards for the future and develop an implementation plan to provide the district's students with the best facilities in order to optimize the learning environment.

District staff should be commended for their tireless efforts in developing this Long-Range Facilities Master Plan with special recognition given to Bruce Husson, Tom Calhoun, Mel Roop, Jan Hintzman, Joe Wolf and Roy MacPhail for their leadership, guidance and assistance through the entire process. HMC Architects would like to thank Mike Winters of Caldwell Flores Winters and Joe Wolf of SDCS for their assistance in the preparation of this document. HMC Architects would also like to thank the district for allowing us to be a part of this process. HMC Architects submits this Long-Range Facilities Master Plan with best wishes to San Diego City Schools for continued success as they implement this plan for the future.

Respectfully,

Randal L. Peterson, AIA
Principal
HMC Architects



Long-Range facility master planning has been the foundation of capital improvement implementation in the San Diego City Schools for over 30 years. The continued evolution of student needs and program accommodations, combined with enrollment growth and the need to invest significant dollars to maintain and repair facilities causes the district to re-evaluate and update its Long-Range Facilities Master Plan every 5-10 years.

For the last five years, broad-based community and district committees have worked with technical and planning staff and consultants to develop facility standards and policies by which to evaluate needs. Facility standards include such items as code compliance, upgrades, technology, adequate classroom and support areas for current populations, and site improvements for parking, playfields and hardcourt play areas. Policies for such factors as school size, single-session kindergarten, replacement of older permanent and portable classrooms, neighborhood schools, site size, and multi-track year round education were used to evaluate the adequacy of existing facilities and forecast the need for new schools.

Using these standards and policies, as well as substantial community input, teams of architects, engineers, demographers, planners and construction specialists have evaluated every site to define needed rehabilitation improvements as well as additions and new schools.

Enrollment forecasts were developed indicating significant growth in the elementary and high school grade levels for the next 10 years. Overall projections indicate an increase of over 13,400 students in the next five years alone.

Overall costs of immediate facility improvements and new schools, funded by Proposition MM, total $1.51 billion. $550 million is allocated to new school construction, and the remaining $950 million is dedicated to renovation work. Another $2.5 billion of needed additional renovation and new construction, which are unfunded at the present time, was also identified through the evaluation process.

The district has utilized a variety of funding sources to finance capital improvement needs, with the premier source being four successful voter-approved bonds in the last 25 years. The most recent bond of $1.51 billion (Prop. MM), was passed in November 1998, will be used to fund the first phase of work. Because of positive changes in the State School Facility Program, SDCS is also attempting to access significant funds from a $9.2 billion statewide measure, Prop. 1-A, that also was passed in November 1998.

# EXECUTIVE SUMMARY

*"Overall costs of immediate facility improvements and new schools total $1.51 billion. $550 million is allocated for new school construction and the remaining $950 million is dedicated to renovation work."*

Using available funds, the district will implement the first phase of renovation and new construction within the next 5-10 years. The Long-Range Facilities Master Plan will be updated annually and additional work completed as funds become available.

The complete report identifies the details of the process and findings and will provide a solid basis for the district to make short- and long-range decisions in relation to facilities planning.

## DISTRICT PLANNING HISTORY

The concept of long-range facilities planning began in the district with the development of the 1968 report titled **"Schools for San Diego 1969-1979."** This report outlined the forecast facilities needs of the district over the report's planning period, based on projected enrollment growth, remodeling or replacement of pre-Field Act structures, modernization of existing facilities, and replacement of aging equipment. Needs and proposed project implementation were presented in a districtwide context, with no breakdown into smaller geographic regions. The report also included forecast needs for community colleges and adult education programs, which at the time were part of the district.

The district's analysis of its facilities situation and future needs was updated with the development of the **"Long-Range Comprehensive Master Plan"** in 1973. This document represented the district's first full-fledged facilities planning effort. The development of this plan in 1973 was in response to a rising backlog of deferred maintenance and new facilities needs generated by continued enrollment growth, need to remodel or replace all structures which were in non-compliance with the Field Act by 1975, and the failure of three bond issues in the late 1960s and early 1970s. The implementation plan developed through this process was used to schedule the remodel or replacement of pre-Field Act structures, using state matching funds, and to develop the project list for **Proposition XX**, which was successfully passed in 1974. Updates of the plan's demographic component, which indicated declining enrollment in some areas with no indication of future growth, led to the process that closed several elementary and junior high schools in the early 1980s.

By the mid-1980s, it had become apparent that the 1973 plan was in need of replacement due to changing demographics, educational priorities and facilities needs. The new **Long-Range Facilities Master Plan**, adopted in January 1987, was intended to serve as a framework for facilities development and resource allocation through the year 2000. The development of the plan introduced an extensive school-site and general community-input component. School site and community representatives were tasked with reviewing school facility needs and priorities from a regional perspective, and making recommendations to the Board of Education for inclusion in the plan.

> *"The 'Long-Range Comprehensive Master Plan' in 1973...represented the district's first full-fledged facilities planning effort."*

The 1987 plan was initially used to develop and implement three extensive initiatives. Two initiatives in 1987 involved the expansion of elementary school capacities, based on demographic projections of significant enrollment growth in many areas of the city. These initiatives were the implementation of double-session kindergarten as a district standard in all non-magnet elementary schools, and the introduction of multi-track year-round schedules at several elementary schools. The third initiative was the development of a project list for **Proposition Y**, which was approved by voters in 1988.

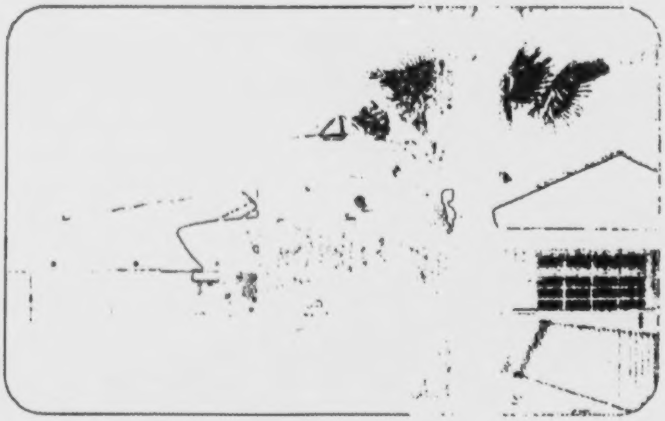
A new component of the 1987 plan was the development of an annual update to reflect new enrollment projections, the completion of projects, and the revision of new project priorities. The final update was used to develop a project list for **Proposition O,** which was approved by voters in June 1992.

In 1993 the district committed to a comprehensive review of its facilities, conditions and planning processes. This decision resulted in the formation of Area Planning Committees (APC) and the Facilities Steering Committee (FSC) and the institution of their activities. A detailed description follows this section.

*Until 1995, the district's average elementary student to teacher ratio was 30:1. In 1995, the district used its own resources to reduce this ratio to 25:1 in grades 1 and 2.*

⑫ Between November 1995 and March 1996, the district utilized the services of the Federal Americorps program to inventory school facilities and validate the conceptual needs identified by the APC and FSC.

The ratio of students to teachers or "class size" is a critical factor in the planning of schools. Until 1995, the district's average elementary student to teacher ratio was 30:1. In 1995, the district used its own resources to reduce this ratio to 25:1 in grades 1 and 2. In 1996 the governor and the state legislature approved financial support for class-size reduction for grades 1 and 2, with Kindergarten and grade 3 to be implemented in the future. This initiative enhanced the district-funded class-size reduction program in 1995 for grades 1 and 2. The 1996 legislation mandated a 20:1 ratio. It was imperative that the long-range facilities planning process be re-evaluated as the district adopted this policy for grades K-3. To comply and take advantage of future opportunities for class-size reduction within the broader context of the long-range objectives of the district, re-evaluation of existing policies was required. This activity took priority and placed the long-range facilities planning program on temporary hold from the summer of 1996 through early 1997.



Because of budget priorities that limited funding available for facilities, time constraints and Office of Public School Construction (OPSC) policies, district facilitiy needs other than class-size reduction could not be met. It became urgent to develop a new Facility Master Plan and begin preparation for a local bond election. The structure for developing a new Long-Range Facilities Master Plan (LRFMP) was put in place, and it became clear that the planning process needed to include the broadest public participation possible to identify districtwide facilities needs. This involved several new committees and community outreach meetings, which were conducted between May 1997 and March 1998 throughout the district.

# AREA PLANNING COMMITTEES (APC) & FACILITIES STEERING COMMITTEE (FSC)

**Area Planning Committees (APC)**
In 1993, the school board made a decision to undertake a major revision of its Long-Range Facilities Master Plan. As part of that decision, a commitment was made to fully involve the general community in the development of a plan. This commitment led to the formation of a two-tier community involvement structure. The first tier comprised five **Area Planning Committees (APCs)**, representing the five major geographic regions within the district service area. APC members included parents, school and district staff, city and community planning committees and interested public representatives at large.

The five **APCs** reviewed the physical condition of all the facilities within their jurisdictions and developed recommendations for additions, improvements and expansions. They also made recommendations relative to district facility standards.

> *"The five APCs ... developed recommendations for additions, improvements and expansions....The FSC was charged with ... developing districtwide facility recommendations and standards."*

(1.4) The second tier of community involvement consisted of the **Facilities Steering Committee (FSC)** which comprised representatives from each of the five APCs. The FSC was charged with reviewing the various APC recommendations and developing districtwide facility recommendations and standards.

Several independent subcommittees were also created as part of the APC/FSC structure to expand and increase the base information that was required by the FSC to make final recommendations. These subcommittees and their charges are listed below.

**Subcommittees**

***Joint-Use Subcommittee***

- To provide optimum use of public facilities with local, city and county planning departments.
- To create schools as focal points of the community.

***Legislative Remedies, Public Support and Engagement/Funding Subcommittee***

- To develop a district program designed to build public awareness regarding school facilities and the need for additional funding.
- To pursue legislation that expands the use of facilities and increases state and federal funding for district facilities.

***Redevelopment Subcommittee***

- To develop a financial plan for spending redevelopment funds within the project areas as defined in approved redevelopment agreements.

***Standards Subcommittee***

- To establish standards relative to long-range facilities planning.

- To establish district criteria/matrix relative to adequacy of facilities, and define the process for the development and implementation of site modernization plans.

## Accomplishments

The APC/FSC structure claimed many accomplishments during the 3+ years of its existence. A listing of these accomplishments is detailed below.

- Development of a district vision for all school facilities.

- Revision of district policies relative to current trends in facilities planning.

- Development of board-adopted district standards relative to school building area, physical education/playground area, number of classrooms, library/media center area, student indoor and outdoor dining area, indoor assembly/performing arts area, landscaping, on-site parking, and number of students per acre. (See page 6.8.) (1.8)

- Development of a Board-adopted overcrowding matrix for ranking elementary schools relative to new district standards.

- Development of model site master plans for new elementary, middle and senior high schools, as well as a database detailing planning data for each school type.

- Development of a comprehensive districtwide Joint-Use Handbook. This publication provides information on the various joint-use agreements possible between the district and other public and private organizations, and guidelines for incorporation of joint use into the design of new schools and modernization of existing sites.

- Strengthening lines of communication between school sites and the community at large regarding district facility issues.

## Next Phase of Community Involvement

The district maintained a strong interest in effectively engaging the community in the development of the LRFMP and in addressing the multitude of issues relating to facilities. The concept of community, or "stakeholders," was much broader than had been traditionally considered, and included the following:

- Those who receive the students in the next phase of their lives, including:
    - Post-secondary educational institutions
    - Employers and those who aid in self-employment
- Community service providers
- Those involved in the daily education of students
- Those affected by the presence of and activities on a school site

APC/FSC process paralleled other planning processes that involved individual site governance teams and groups of schools by high school attendance areas.

The school board facilities advisory structure was designed to establish a new district vision for facility standards and identification of major community concerns regarding facilities. The district then examined methods of implementation with the involvement of the community.

> *"The community review process consisted of two discrete components.... Community Cluster Meeting process... and the Facilities Review Public Working Committee."*

(1.6) In 1997, the leadership of the **FSC** and **APCs** participated in discussions with staff on how broader community involvement could be achieved. The group recognized the urgency of completing a plan so that funding could be sought through a bond measure in 1998. There was consensus that the objectives of the FSC/APC had been met, and that a different structure to support facilities planning should now be developed. The group concurred that the board would be well served by a **"Facilities Review Public Working Committee"(FRPWC)**. This group would comprise board-appointed, at-large, community members with varied levels of expertise and experience. It would monitor facilities planning activities as well as review staff recommendations related to master planning, future class-size reduction and the 1998 bond issue.

All agreed that the important contributions of FSC/APC members would be formally recognized by the school board and their expertise would be solicited for participation in the new structure and in support of future bond measures.

### Community review process

The community review process consisted of two discrete components. The initial process, the Community Cluster Meeting process, is described in detail later in this section.

The results of this process were then established and prioritized by the **Facilities Review Public Working Committee**, whose charge was to review and give priority to facility needs from a global, districtwide perspective. The FRPWC process is also described in detail later in this section.

## ANALYSIS OF SITES

The district contracted with a consultant to perform a facilities analysis for all of its school sites. The purpose of this analysis was to determine the adequacy of each site's facilities to accommodate its current enrollment. The district prepared a baseline standard for all elementary, middle and high schools based on criteria recommended by the Facilities Steering Committee and approved by the Board of Education in 1996. Those standards are shown in the implementation section of this report in the chart "School Planning Criteria" (page 6.9).

The lengthy process that the district undertook to identify the facility needs included the following sources of input:

- Facilities Steering Committee (FSC) recommendations
- Inventories of school sites conducted by Americorps
- Analysis of each school site relative to key criteria and standards
- Separate studies conducted by community planning groups
- Code / legal requirements
- Five-year Deferred Maintenance plan
- District technology plan
- School / community meetings conducted districtwide
- Analysis of enrollment forecasts and existing school capacities

(1.8) Using the district's standards, the district's consultant prepared an analysis that determined if and where each school site had a facilities need. The analysis documented each site that was below standard in any area and noted the improvements required to raise each site to district standards. Costs for these improvements were identified. These improvements and their associated costs are summarized in the Implementation Plan section of this report.

> *"Community meetings were conducted for each high school attendance area (cluster)....Attendees were encouraged to identify all the needs at every school."*

# COMMUNITY CLUSTER MEETINGS

In 1997 the district began the process of educating the public about the conditions of schools and the future facilities needs of the district. The district retained the services of a consultant to work with district staff to develop comprehensive site evaluations. From March through November of 1997, district staff and the consultant met with school site administrators, governance teams and interested community members.

Community meetings were conducted for each high school attendance area (cluster). Interested community members from each elementary, middle/junior high and high school in that area were invited to attend. Attendees were encouraged to identify all the needs at every school.

These meetings were held for the purposes of validating the facilities research already completed, obtaining relevant and current factual site data and documenting site-specific recommendations, including prioritization of needs.

## Site and Cluster Facilities Data Development

Information packets prepared for each school site detailed its current facilities status as well as the currently identified facilities needs. These needs were based both on the facilities standards adopted by the board at the direction of the Facilities Steering Committee (FSC) and other needs identified by the school and general community. Additional information that reviewed the overall cluster facilities status and general needswas also developed. (1.0)

## Site Administrators Orientation Meetings

Approximately one month prior to each community cluster meeting, Business Services Division staff held a meeting to brief the site administrators from the cluster on the process for reviewing and prioritizing their site's facilities needs in preparation for the community meeting. Each site received its respective facilities data packets and cluster data packets at this meeting.

## School Site and Community Outreach

Prior to the evening community cluster meeting, the governance team at each school site was given the opportunity to review its site's facilities needs data packet, add other identified needs and prioritize these needs. Business Services Division staff assisted the sites in this process. Sites were also provided with flyers to advertise the meeting to their school community; each flyer had a detachable/mailable section where individuals could identify needs if they could not attend the community meeting. Concurrently, each individual and organization on a cluster's community contact list was contacted, invited to the evening community cluster meeting, and informed of the availability of the site and cluster facilities information packets. The meetings were also advertised in the San Diego Union-Tribune and various community newspapers.

The district established a voice mail hotline and e-mail address to allow the community to provide input regarding school facilities needs.

### Community Cluster Evening Meetings

A community cluster evening meeting was held in each high school cluster at either the high school or middle level school. Each meeting was divided into three sessions. The initial session provided participants with an orientation to the district's facilities needs and the prioritization process. The second portion of the meeting consisted of site-specific breakout sessions where governance team representatives and interested community members, under the guidance of a facilitator, reviewed, expanded, and prioritized each site's list of facilities needs. The final session brought the group together again to discuss clusterwide facilities issues and important issues from each site.

Approximately 800 community members attended the series of community cluster meetings. They represented a cross-section of interests and organizations, including parents, business owners, community planning group members, and staff from the city, social service providers and community development corporations. Business Services Division staff developed a database of community participants as a resource for future distribution of data on district facilities issues.

> *"Approximately 800 community members attended the series of community cluster meetings."*

(1.10)

### Final Governance Team Review of Site Facilities Needs

Following the community cluster meeting, each site governance team had the opportunity to revise its list of prioritized needs, based on the input from the general community received at the meeting. The final prioritized lists from each site, along with the site and cluster facilities packets, were then assembled by Facilities Planning Department staff for use in developing the Long-Range Facilities Master Plan.

> *"The FRPWC then assigned priorities to address the districtwide needs ... subsequently placed on the November 1998 ballot as Proposition MM, which passed with 78.5% approval of the voters."*

# FACILITIES REVIEW PUBLIC WORKING COMMITTEE (FRPWC)

In October 1997, the district retained the services of HMC Architects to develop a new Long-Range Facilities Master Plan (LRFMP). HMC then proceeded to work with district staff and the Facilities Review Public Working Committee (FRPWC) to determine existing needs and their relative costs. Future needs based on student enrollment were identified as well. All future needs were evaluated based on district guidelines with respect to:

- Neighborhood schools
- Class-size reduction
- Multi-track year-round instruction
- Double or single -session Kindergarten
- Overall school size

Forty-eight different options were presented with full cost implications calculated for each option. The FRPWC then assigned priorities to address the districtwide needs and established a two-phase board recommendation. Phase 1 identified approximately $1.6 billion in highest priority needs for upgrading existing facilities and building new facilities. This phase was adopted by the Board of Education in June 1998 and subsequently placed on the November 1998 ballot as Proposition MM, which passed with 78.5% approval of the voters. Phase 2, as identified in this report, will be implemented as funds become available.

V.00

## Mission Statement

"The mission of the Facilities Review Public Working Committee is to assist the San Diego City Schools district staff in the identification and validation of facility needs and to provide input into the prioritization of districtwide facilities solutions to be included in a future bond measure."

## Role of Committee Members

To achieve its mission, the district asked participants to:

- Become familiar with educational and policy issues related to the facilities needs of the San Diego Unified School District.
- Become knowledgeable about prior facility planning efforts and interim measures.
- Identify issues and concerns likely to be raised by affected community interests.
- Review and assess the technical data that supports the Long-Range Facilities Master Planning process.
- Ensure that community values and concerns are reflected in the LRFMP.

## Representation

Participants were sought based upon several qualities. These included a willingness to work cooperatively with other committee members, demonstrated ability to present the perspective of an organization or constituency concerned with issues related to education (specifically those impacting San Diego City Schools) and a commitment to attend a concentrated series of weekly meetings.

Broad community representation was achieved by having each of the five school board members appoint two representatives each. The board president and vice president jointly appointed the eleventh member. FSC and APC members provided a list of possible candidates.

The board president and vice president were assured that appointees to the FRPWC would constitute a diverse group that reflected a wide range of district and community stakeholders. The 31-member committee comprised representatives from the local business community; the San Diego Parents/Teachers Association; the San Diego Education Association; the California School Employees Association; the Administrators Association of San Diego; architectural, planning and labor organizations; the building industry and real estate community; higher education, and other leading public and private agencies and associations.

## Observers

Observers were welcome at committee meetings; however, meetings were intended for the benefit of members to promote their constructive interaction. Observers did not participate in the FRPWC dialogue.

## Support

An independent, third-party facilitator led and directed all committee meetings. District staff and consultants provided technical, logistical and informational support, to help document meeting content.

## Meeting Attendance and Agendas

In order for the process to work effectively, consistent and regular participation of members was essential. If a committee member was unavailable to attend a meeting, he or she was asked to send a qualified and informed representative to monitor the deliberations of that session. Committee participation in the establishment of agendas and matters of discussion was encouraged. The facilitator was responsible for preparing the agendas in collaboration with committee members. All meeting discussions were recorded and distributed to aid in the affirmation of member agreements.

## Work Product

The committee was asked to review, assess, and provide public input in response to the LRFMP data presented by district staff and consultants. A written report prepared by the consultant outlined the committee's findings. Its contents cover the following:

- The scope and content of the committee's discussion
- Findings and conclusions on the issues considered
- Explanations of the criteria used to prioritize district facility needs
- Recommendations for current and future infrastructure and programs
- Recommendations for further study and analysis
- Individual opinions and observations that were not reflected in the main body of the report

Upon completion, the committee's report and recommendations were presented to the SDCS Board of Education on May 21, 1998.

## PLANNING FOR PROPOSITION MM

### Preparation for 1998 Bond Measure

The process described with the FRPWC served to define the initial phase of the LRFMP and to help determine district needs, site by site, as well as the resources needed from the community for a 1998 bond passage. Staff identified the need for this focused effort to clarify issues of closed schools, multi-track year-round scheduling, and conditions of all district facilities. Strategy issues included timing of the bond campaign, determining of community interest in such a measure, possible funding sources, education of the community regarding facility issues and an appropriate combination of projects likely to have maximum voter appeal. Based on the outcomes of the community cluster process and the recommendations of the Facilities Review Public Working Committee, district staff developed the following project list for the Proposition MM bond measure.

### Priorities

Mitigation of overcrowding in the district's most severely affected areas. Projects for Phase I include the following new school projects:

- **Crawford High School Area**
  - Euclid Area Elementary School
  - Jackson/Marshall Area Elementary School (1.14)
- **Hoover High School Area**
  - Adams/Franklin Area Elementary School
  - Central Area Elementary School
  - Edison/Hamilton/Rosa Parks Area Elementary School
- **Lincoln High School Area**
  - Kennedy/Knox Area Elementary School
  - Expanded/Rebuilt Lincoln High School (will also relieve Morse High School and San Diego High School)
- **Mira Mesa/Scripps Ranch High School Areas**
  - Dingeman/Jerabek/Miramar Ranch Area Elementary School
  - Mason/Hage Area Elementary School
- **Morse High School Area**
  - Relief for Morse High School from expanded/rebuilt Lincoln High School
- **San Diego High School Areas**
  - Brooklyn/Kimbrough Area Elementary School
  - King/Logan/Perkins Area Elementary School
  - Sherman Area Elementary School
  - Relief for San Diego High School from expanded/rebuilt Lincoln High School

**Provision of adequate resources to accomplish the following projects:**

- Reconstruction of Mead and Burbank elementary schools.
- Classrooms for single-session kindergarten at all elementary schools.
- Technology infrastructure for elementary and high schools.
- Construction and expansion of libraries at many elementary, middle level and high schools.
- The upgrading and construction of new science classrooms at middle level and high schools to implement the district's new science graduation requirements.
- Replacement of excessive portable classrooms with permanent structures at several elementary and high schools.
- Provision of water access (sink/drinking fountain) to every elementary school classroom.
- Additional instructional support space at many elementary and alternative schools.
- Major additions at Dana, Farb and Marshall middle schools and Edison Elementary School.
- Site discretionary funds ($100/student) to all schools for construction or repairs.

## BOARD OF EDUCATION

### Chronology of Actions

The process of developing a long-range plan was lengthy and comprehensive. Important actions by the Board of Education were as follows:

**July 20, 1993:** Board work session: "Creating a New Vision and Process for Facilities Planning."

**October 12, 1993:** Board approves formation of FSC and APCs, responsibilities, scope of work.

**October 4, 1994:** FSC/board work session regarding recommendations for facilities planning process and specific school facilities needs/proposed projects.

**October 25, 1994:** Board adopts superintendent's recommendations relative to FSC report of October 4. Included:

- Facilities planning policy and procedural objectives
- Planning guidelines and special projects

(1.10) **June 6, 1995:** Board approves funding for evaluating all schools relative to new planning criteria and for identifying facility needs.

**August 31, 1995:** FSC/board work session on growth forecasts, long-range planning process and solution strategies to resolve growth/equity issues.

**September 19, 1995:** Board adopts recommendations from August 31 work session:

- Future role of FSC/APCs
- Schedule of future APC/FSC activities
- Staff involvement with FSC/APCs

**November 18, 1995:** FSC/Board work session: Growth/Equity Recommendations. Worked to reach consensus on the following:

- School enrollment size standards
- Growth accommodation strategies
- Priorities for expenditure of available (limited) funding for facilities improvements
- Strategies for addressing overcrowding (precursor of "Interim Planning" process)

**December 6, 1995:** FSC/board work session: growth/equity recommendations.

**December 12, 1995:** Board retains consultant to:

- Develop criteria
- Evaluate each site
- Develop three pilot master plans
- Prepare base maps of every school

**April 18, 1996:** FSC/board work session: facilities standards/modernization master planning.

- Key criteria adopted by board (including guidelines for 500-700 student elementary schools, 900-1,200 student middle schools, 1,600-1,800 student high schools)
- Schedule for development of full master plans for three pilot schools
- Legislative Remedies Subcommittee: first draft of community outreach process in preparation for a bond measure

**March 4, 1997:** Board approves:

- Establishing LRFMP process as top priority for 1997-98
- The development of the LRFMP
- A timeline for adoption of plan by January 1998
- Development of a Facilities Review Committee to succeed the FSC/APC, and related actions.

1.17

**November 4, 1997:** Board approves:

- Revised timeline for submittal of a draft LRFMP to the board by May 1998
- Establishment of the FRPWC (Facilities Review Public Working Committee) in lieu of the FRC approved March 4, 1997
- Establishment of a board policy advisory committee to evaluate major facility policies that affect district.
- Selection of a consultant to complete the LRFMP.

**May 21, 1998:** Board approves report from FRPWC.

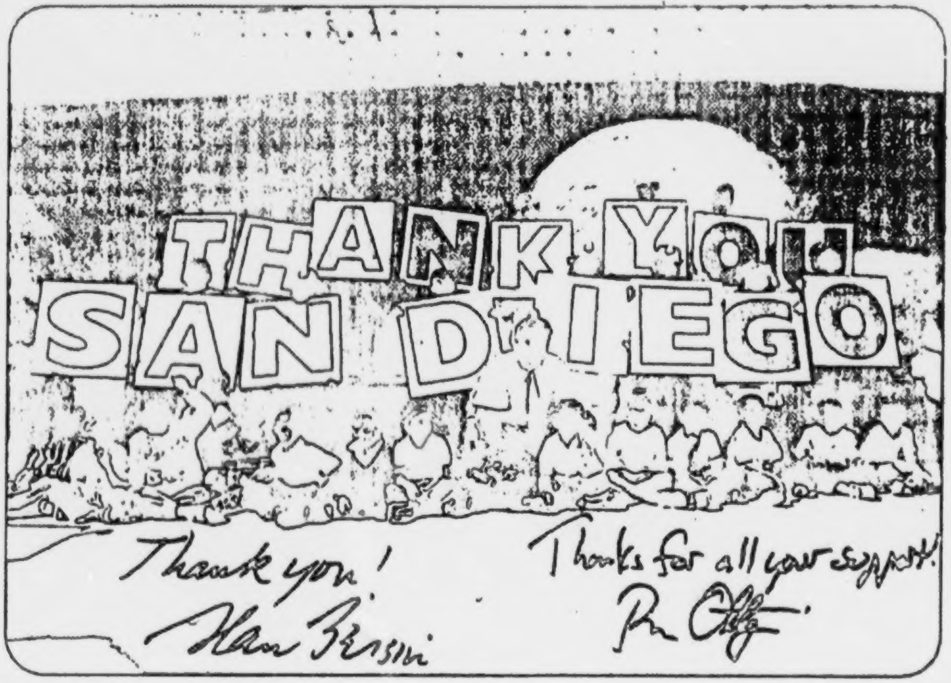
**June 2, 1998:** Board/staff workshop on LRFMP, facility needs/priorities and proposed bond measure.

**June 23, 1998:** Board takes the following actions:

- Directs staff to include on the July 1, 1998 Board of Education agenda a resolution placing a $1.51 billion general obligation bond measure on the November 3, 1998 general election ballot.
- Authorizes the top priority projects for funding in a general obligation bond measure totaling $1.51 billion.
- Directs staff to establish an independent bond oversight committee upon passage of the bond measure.
- Directs staff to assist the board in preparing arguments supporting the bond measure, to be submitted for board approval in July.

**July 1, 1998:** Board approves a resolution placing a bond measure on the ballot November 3, 1998 for $1.51 billion to repair and upgrade existing schools and construct new school facilities.

(1.18)



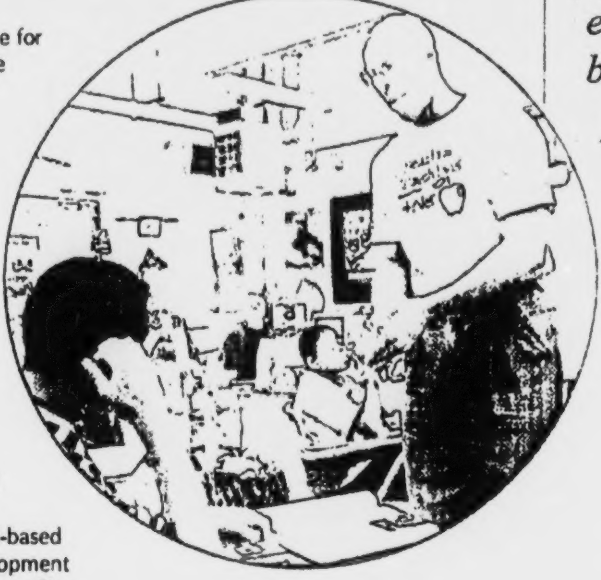
## INSTITUTE FOR LEARNING

The San Diego Institute for Learning has been established to create and sustain a culture of learning and a focus on instruction and achievement throughout the San Diego City Schools. The San Diego Institute for Learning, an entity within the San Diego City Schools, is led by the Chancellor for Instruction and is responsible to the Board of Education through the Superintendent of Public Education. The San Diego Institute for Learning is modeled after the Institute for Learning at the University of Pittsburgh, which provides ongoing consultation services in support of each of the San Diego Institute's major functions.

### Major Functions of the Institute for Learning

The San Diego Institute for Learning is responsible for:

- Establishing policy and practice in the areas of curriculum and instruction, as well as guidelines for system and oversight;
- Designing, implementing and maintaining a permanent, school-based professional development system for San Diego City Schools;



> *"For each subject matter, beginning with literacy, the San Diego Institute for Learning will establish a framework, specifying the major elements that should be taught, and will identify for each a range of good instructional options and instructional 'best practices.'"*

# SCHOOL PROGRAMS

- Establishing a student assessment system that measures the full range of San Diego's standards for student achievement;
- Shaping implementation of the San Diego City Schools accountability system that creates coherent curriculum, instruction, assessment and professional development, as well as evaluation and certification of staff; and
- Coordinating research on San Diego education reform.

***Establishing curriculum and instruction policy and practice and overseeing implementation.***

San Diego City Schools seeks to ensure powerful curriculum and instructional practices in all of its schools while encouraging substantial school-level initiative. For each subject area, beginning with literacy, the San Diego Institute for Learning will establish a framework, specifying the major elements that should be taught, and will identify for each a range of good instructional options and instructional "best practices." Similarly, the institute will establish frameworks and identify instructional options and best practices for other curricula and programs within the San Diego schools.

*"effective professional development must be focused on the schools themselves and based in daily classroom practice."*

***Designing, implementing and maintaining a permanent, school-based professional development system for San Diego City Schools.***

㉒ San Diego City Schools is establishing a professional development system aligned with standards, curricula, and implementation guidelines. It recognizes that effective professional development must be focused on the schools themselves and based on daily classroom practice. The institute will work with San Diego's Chancellor of Instruction to build a "nested" professional development system with the following components: (a) training and support for instructional leaders; (b) training and support for school principals; (c) training and support for school-based peer coach/staff developers; (d) training and support for teachers in their schools and classrooms, delivered by principals and staff developers, with coaching from institute staff and instructional leaders.

The training of instructional leaders will include regular seminars, accompanied school visits in San Diego, and occasional visits to "best practice" sites elsewhere in the country. The training and support for school principals will include regular seminars, school visits by instructional leaders, and cross-school visitations by principals to each other's schools. Teacher development will be offered in schools by principals and peer coach/staff developers, with coaching from instructional leaders.

The San Diego school system will need powerful tools for use in its school-based professional development system. These include a library of videotapes of classroom practice and of student work keyed to San Diego's achievement standards, along with protocols to guide instructional leaders, principals and professional developers in their use.

*"The Institute for Learning will conduct alignment studies comparing San Diego standards with those of California and possibly other 'benchmark' standards"*

Working in collaboration with the San Diego Education Association and the Administrators Association of San Diego; the San Diego Institute for Learning has developed a program for systematically selecting, training and certifying school-based peer coach/staff developers.

***Establishing a student assessment system that measures the full range of San Diego's standards for student achievement.***

San Diego City Schools has adopted standards for student achievement. California policy requires the use of a particular set of standardized achievement tests. San Diego City Schools has also implemented systemwide use of portfolios for assessing certain aspects of student achievement that are not well measured by standardized tests. As a new and powerful curriculum and instruction system comes into place, it is important to examine the district's assessment system to ensure that these assessments are well aligned with its standards and curriculum. Furthermore, because California's student achievement standards have been modified since the San Diego standards were adopted, it may be important to examine alignment of the district and state standards. These examinations may lead to modification or extension of the current San Diego student assessment system.

The Institute for Learning will conduct alignment studies comparing San Diego standards with those of California and possibly other "benchmark" standards and also comparing current San Diego assessments with San Diego standards. It will collect options for additional or replacement assessments. Based on these analyses, the institute will propose a student assessment system for the district that optimally assesses its standards while also meeting state requirements and local practicalities of time, budget, and professional training needs.

***Shaping an implementation of the San Diego City Schools accountability policy that creates coherence among the elements of San Diego's learning system, including curriculum, assessment, professional development, and evaluation and certification of staff.***

San Diego City Schools has in place an accountability system intended to create incentives for schools to deliver high-quality instruction and improved levels of student achievement. As this new learning system comes into place, it may be desirable to evaluate the extent to which this accountability policy is functioning as intended and, especially, its relationship to curriculum, assessment, and professional development aspects of the learning system.

San Diego City Schools is committed to building a new form of district organization in which primary attention is given to instruction and learning throughout the "line of accountability." To make this a reality, new forms of supervision and evaluation of professional staff will be needed. In accordance with principles of nested professional development communities, furthermore, these processes of supervision and evaluation should serve as part of a learning support system. Such forms of supervision and evaluation are new for American school systems. As San Diego City Schools establishes new systems of professional development and new supervisory and evaluation procedures for professional staff, it will also want to create a new system of certification for that staff. Such a system will permit San Diego City Schools to select teachers and principals who meet its stringent standards of practice and to ensure continuing performance in accordance with these standards. A certification system will also provide a foundation on which San Diego City Schools can work with local schools of education to create a supply of well-trained entrants to the profession.

Working in collaboration with the San Diego Education Association and the Administrators Association of San Diego, the San Diego Institute for Learning will create professional evaluation tools and processes for the district.

> *"San Diego City Schools is committed to building a new form of district organization in which primary attention is given to instruction and learning throughout the 'line of accountability.'"*

***Coordinating research on San Diego education reform.***

⑳ San Diego's education restructuring efforts will be closely watched throughout the country. We can expect many requests to observe and study what is going on here. Some distinguished researchers will want to work here and will be able to fund their own research efforts. We will also want to recruit researchers who can be effective partners in the reform effort via the information and independent perspectives they bring to the table. This will require some fund-raising, both nationally and locally. The Institute will coordinate these multiple efforts.

*"The Class-Size Reduction Program has been implemented in grades K -3 districtwide."*

# ELEMENTARY SCHOOLS

## Organization and Program

For the 1999-2000 school year, the district maintains 80 schools with a K-5 configuration, 30 schools with a K-6 program and 13 special grade configurations customized for specific area needs. These 13 elementary schools have grade configurations that are designed to provide specific services for their students; for example, the Language Academy has a K-8 configuration.

Of the 123 elementary schools described above, 69 maintain traditional school schedules, 21 operate single-track year-round schedules and two operate multi-track year-round schedules.

The Class-Size Reduction Program has been implemented in grades K-3 districtwide. In addition, full-day kindergarten has been implemented districtwide beginning with the 1999-2000 school year. Special pull-out programs include resource specialists, music, math labs and English as a Second Language.

## School Design Criteria

Elementary schools are sized and located so that students living in a school's attendance boundary can walk to school. Classrooms for grades K- 5 are generally self-contained, with students staying in one classroom the majority of the school day as well as school year. With class-size reduction, classrooms for grades K-3 cannot house more than 20 students, while classrooms for grades 4-6 can average 32 students per classroom. Space must be included for other programs such as Special Education, GATE, etc.

Other spaces required to meet educational specifications include library/ media centers, administrative office space and multipurpose rooms. Many schools have to "double up" on essential programs by planning spaces for shared use.

The physical education program is accommodated outside on hardcourt play areas and decomposed granite playfields. The multipurpose room is also designed as a multi-functional space used for physical education and lunch during inclement weather. If joint-use park facilities are available as part of the school program, fields and facilities that are part of the adjacent public park can be used for school physical education programs. This is a plus for a campus as it expands school facilities, stretches budgets and minimizes required acreage.

## Site Capacity

Site capacity at the elementary school level is dependent on the number of permanent and relocatable classrooms located on each school site. Availability of land for buildings and playfields determines future growth and expansion potential. The degree of overcrowding of school sites is measured by the amount of library space and support space per student, and the number of pupils per acre. Currently, enrollment at many schools exceeds recommended district standards. This situation will be partially addressed by the projects included in Proposition MM.

### Classroom Loading and Staffing

Class sizes are negotiated with teacher's contracts with an overlap dictated by the Department of Education (See Class-Size Reduction). Kindergarten, 1, 2, and 3 are loaded at 19.5 students per classroom and 32 students per classroom is the norm in grades four and above. Special Education classes are loaded at fifteen or fewer students per classroom.

### Class-Size Reduction (CSR)

The district has implemented class-size reduction for grades K-3. When appropriate facilities and operational funding are secured, the district will consider the implementation of class size reduction for additional grades or individual academic subjects.

### Unique Requirements

San Diego City Schools has a variety of school facilities designed to meet the needs of students with unique learning abilities. Many of these facilities provide services for elementary and secondary students.

## MIDDLE SCHOOLS/JUNIOR HIGH SCHOOLS

### Organization and Program

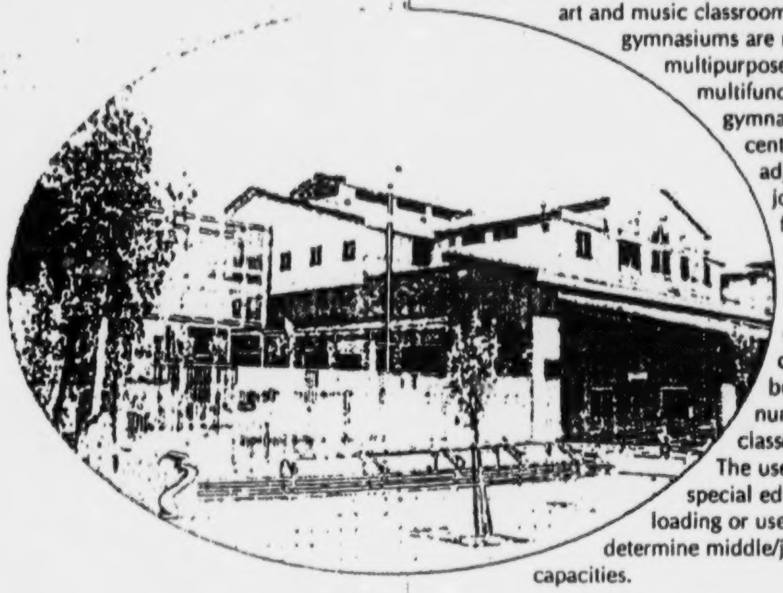
San Diego City Schools maintains 23 middle and junior high schools in 15 high school attendance areas. Of these 23 schools, 18 serve grades 6-8 in a middle school configuration, three serve grades 7-9 in a junior high school setting, and two serve grades 7-8. Six schools operate on a single-track year-round schedule and 17 operate on a traditional schedule.

The district delivers a comprehensive middle level school program served by full science laboratories, music classrooms, industrial technology labs and student counseling centers. The district supports a combined program of health education and physical education that requires a classroom and an enclosed physical education facility at each school.

### School Design Criteria

Middle schools that house sixth graders simulate the elementary school practice of staying in one classroom for the majority of academic instruction. This single class is scheduled for two-thirds of every school day with one or two elective classes for the last third. Sixth grade students share use of the core facilities and play areas but are generally separated from the rest of the student body for classroom instruction.

The seventh- and eighth-grade programs have both academic and laboratory classrooms to which the students go on an hourly basis. Additional program spaces include multipurpose rooms, gymnasiums, shower and locker facilities, administrative offices, library/media centers, art and music classrooms and exploratory technology labs. If gymnasiums are not included in the plans, the multipurpose room is designed to be multifunctional with similarities to a gymnasium rather than a performing arts center. Middle level school sites may be adjacent to public parks to facilitate joint use of fields and community facilities.



## Site Capacity

District guidelines for maximizing capacity at middle level schools depend on the availability of land for buildings and playfields and the number of permanent and relocatable classrooms that can be accommodated. The use of classrooms by regular and special education programs and the appropriate loading or use standards for these programs determine middle/junior high school recommended capacities.

## Classroom Loading and Staffing

Class sizes are part of the bargaining unit agreement between teachers and the district. Currently the district loads 31 students in academic classrooms for grades 6-12. Laboratory classrooms are loaded at 26 students per lab, typing and physical education are loaded at 40 students per classroom and band and choral music loading are determined by each site principal. Special Education classes are loaded at 15 or fewer students per classroom.

# HIGH SCHOOLS

## Organization and Program

The district maintains a traditional high school program for grades 9-12 in 15 of its 16 comprehensive high schools and one high school with grades 10-12 (San Diego High School). Two special programs exist on high school campuses. They are a science/computer literacy program at Gompers Secondary School and a visual and performing arts program at the San Diego School of Creative and Performing Arts. All eighteen schools operate on traditional school year schedules. A new charter high school, High-Tech High, is scheduled to open soon at the former Naval Training Center (NTC).

> *"Beginning in the spring of 1999 all ninth grade English classes were staffed with a student-to-teacher ratio of 20:1."*

## School Design Criteria

High schools contain a mix of academic and laboratory classrooms. Many laboratory classrooms have specialty functions, such as science, homemaking, shop, vocal and instrumental music classrooms and exploratory technology. Support facilities include administrative spaces, counseling and career centers, student body meeting rooms, gymnasiums, shower/locker rooms and other facilities. High school sites range in size from 14 to 48 acres and may be adjacent to municipal parks to facilitate joint use.

## (2.B) Classroom Loading and Staffing

Each of the 16 comprehensive high schools serves a group of feeder schools and is the anchor school for the attendance area. Grade level configurations of the schools within each attendance area are designed to appropriately accommodate the students and communities they serve. Classrooms are loaded with criteria similar to that of middle level schools.

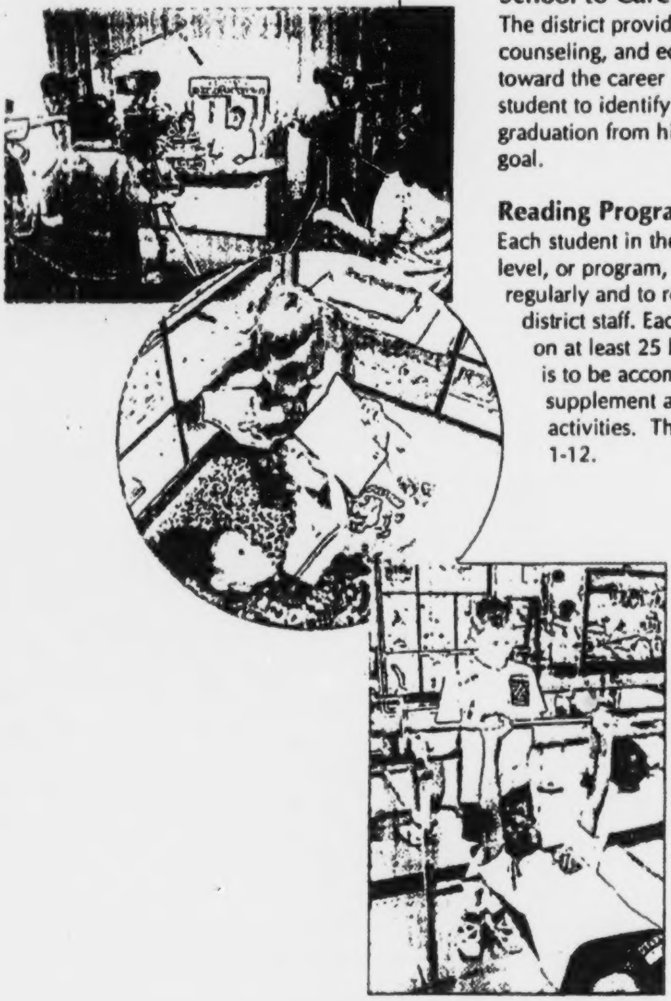
## Unique Requirements and Special Programs

Most of the 16 comprehensive high schools offer similar educational programs. La Jolla, Point Loma, San Diego, Lincoln, Hoover, Crawford, and Gompers are built on sites of less than 30 net usable acres. All of these sites, with the exception of Gompers and Lincoln, have capacities that permit pupil densities greater than 75 pupils per acre. These higher pupil-density schools have unique programs for appropriate physical education programs requiring field space.

## Ninth-Grade Class-Size Reduction

Beginning in the spring of 1999 all ninth grade English classes were staffed with a student-to-teacher ratio of 20:1. Additional subjects will be added to this class-size reduction program as additional funding becomes available.

# SPECIAL DISTRICTWIDE PROGRAMS



### School-to-Career Program

The district provides each student with the information, counseling, and educational opportunity which will lead toward the career of his or her choice, and will assist each student to identify and attain a marketable skill upon graduation from high school regardless of a student's career goal.

### Reading Programs

Each student in the district, regardless of grade level, ability level, or program, is required and encouraged to read books regularly and to report such reading on a form developed by district staff. Each student is required to complete and report on at least 25 books per year. The majority of this reading is to be accomplished outside the classroom to supplement and extend regularly scheduled class activities. This is a districtwide policy adopted for grades 1-12.

### Physical Education

The California Department of Education has established guidelines for school athletic programs on a statewide basis. The Superintendent of San Diego City Schools is directly responsible to the Department of Education for implementation of an acceptable program. District policy is as follows:

- The district shall finance a foundation program in support of interscholastic athletics to ensure that all interested students in senior high schools have an opportunity to participate in district-approved sports programs. Financial resources allocated to athletics shall be evaluated each year to determine the extent of needs.

- Board-adopted eligibility requirements for students participating in interscholastic athletic programs are, in general, more restrictive than those outlined in the CIF Constitution and Bylaws and the CIFSDS Constitution and Bylaws. Schools and individuals are bound by CIF regulations unless the district has established more restrictive regulations.

# ALTERNATIVE EDUCATION

## Mt. Everest Academy

- **Purpose of the Program:** San Diego City Schools Mt. Everest Academy Program (formerly the Community Home Education School) is a voluntary, alternative education program that assists parents who teach their children at home.

- **Services Provided:** Each family works with a credentialed district teacher who uses materials from approved district curricula. In-service training, field trips, workshops, and many other activities are provided for both parents and students. Mt. Everest provides all yearly district testing. A computer lab and a resource library are provided at the Mt. Everest office. The library includes math manipulatives, videos and science materials that are available for checkout and home use. Enrollment in Mt. Everest provides home-school families with legal integrity, as well as with the certainty that their children are learning the skills that will prepare them to enter public school at a later time if desired.

## Garfield High School

Garfield High School (grades 9-12) is a student-centered alternative school where individuals are valued and uniqueness is accepted. Garfield enrolls both full-time day students and independent study students. (2.10)

- **Purpose of the Program:** Students are provided with an atmosphere that promotes academic success and social, vocational and personal growth, enabling them to achieve success in school and in society.

- **Services Provided:** The following programs are offered at Garfield: Alternative Education Work Center (AEWC); Advancement Via Individual Determination (AVID); Giving Everyone a New Educational Start In School (GENESIS); Operation Restart: A Contract Learning Experience (ORACLE); Pregnant Minor Program (PMP); Regional Occupational Program (ROP); School-Age Parenting and Infant Development (SAPID); Sheltered Classes; Social Concerns; and Student Opportunity and Access Program (SOAP).

## High School Diploma Program/Adult Education (HSDP)

The HSDP is a focused program for students above the age of 16 who are no longer enrolled in a district high school program. It is a program located on eight high school campuses but is not a "full-service" high school.

> *"Students are encouraged to participate in work experience programs and District occupational classes in order to prepare for a smooth and successful transition from school to work."*

- **Purpose of the Program:** HSDP enrolls two types of students: concurrent students who are also enrolled in a district high school and students who are no longer enrolled in a district high school program. Concurrent students attend the HSDP to make up credit deficiencies so they can graduate on time. Non-concurrent students attend to obtain course credits for obtaining a high school diploma. All high school graduation requirements, except those for Physical Education, must be met in order to receive a diploma.

- **Services Provided:** Six-week sessions are offered during the school year. (A summer session is sometimes available.) A student may take one or more courses during a session. Course work is self-paced. Although attendance is voluntary, credit for course work requires attending 60 class hours, completing course requirements, and passing district proficiencies. Unless these standards are met, a student will not receive credit for the course. A course that is not completed during a six-week session may be continued in the next six-week session. Linked GED Test Preparation Programs are located on six of the HSDP sites.

### Mark Twain Junior/Senior High School (5 campuses)

- **Purpose of the Program:** Mark Twain Junior/Senior High School is a special counseling-oriented school in which all personal, social, academic and career needs of students are addressed by staff members within a warm, friendly and helpful atmosphere.

2.00

- **Services Provided:** All curricula required to receive a high school diploma are offered at Twain. Each course stresses the relevance of class work to the immediate and future needs of the students enrolled. These include future career goals. Students are encouraged to participate in work experience programs and district occupational classes in order to prepare for a smooth and successful transition from school to work. The following services are also provided: GED Preparation Class, Pregnant Minor Program, Social Concerns, School-Aged Parenting and Infant Development and SOAR Independent Study.

### Pregnant Minor Program (PMP)

- **Purpose of the Program:** The program is designed to help prevent low birth-weight babies while providing a comprehensive program designed to meet the academic needs of pregnant students. It is a state-funded alternative educational opportunity for any pregnant student at the elementary or secondary school levels. This program is located at Garfield High School and Twain Junior/Senior High School.

- **Services Provided:** PMP provides the student with instruction in prenatal care, child development, family planning, nutrition, health care skills, self-awareness, and decision-making. Classes in childbirth education and parenting are also provided. An academic program is designed for each individual student based on her educational history. The PMP district counselors help the students make a smooth transition for future school placement and with personal problem-solving. The PMP nurse assists the student with proper prenatal care and a health management plan, as well as constructing a student health history. Transportation to counseling sites is provided by the district.

> *"SAPID enables male and female teen parents to complete their high school educations to develop parenting skills and to explore vocational interests and job skills."*

### San Diego Adolescent Pregnancy and Parenting Program (SANDAPP)

- **Purpose of the Program:** The program's goals are to improve prenatal outcomes, maximize educational pursuits, delay or postpone subsequent pregnancies, and enhance parenting skills of pregnant and parenting adolescents. SANDAPP is an adolescent family-life program funded by the State of California, Department of Health Services, Maternal and Child Health Branch.

- **Services Provided:** Services are provided through comprehensive case management services within a network of community service providers. Contractual arrangements between the district and the various community agencies are formal. Caseworkers employ a brokering model of case management for clients that facilitates clients' access and empowers them to become knowledgeable in how to use existing community resources. Caseworkers frequently serve as client advocates in complex and difficult situations. (2.12)

### School-Age Parenting and Infant Development (SAPID)

- **Purpose of the Program:** SAPID enables male and female teen parents to complete their high school educations, to develop parenting skills and to explore vocational interests and job skills.

- **Services Provided:** The two-semester parenting course covers subject matter related to living skills. Content focuses on child growth and development; parenting skill; safety; family health education; child behavior; physical, mental and creative activities for the child; parental roles; family structure and interactions; and career planning. Health care services are also provided. A nurse supervises the health and nutritional needs of the infants/toddlers. Referrals are made to community resources when applicable. Instruction on immunizations, childhood illness, and safety is also provided.

### Y.O.U. - Alternative Secondary School

- **Purpose of the Program:** The program is designed to improve services to youth in an area of San Diego which is characterized by high rates pf dropouts, teen pregnancy, poverty, and youth crime.

> *"The Board of Education supports the use of long-term independent study as an alternative instructional strategy by which all enrolled pupils (K-12) may fulfill academic graduation requirements in a non-classroom setting."*

- **Services Provided:** An alternative educational program for small-group instruction and independent study for grades 7-12. Included in the program are core curriculum; school-to-work transition; counseling; recreational, cultural and social activities; Referral Center; Hire-A-Youth; Mentorship Program; Family Learning Center; School-to-Apprenticeship; and Twelve Together Program. The Teen Parenting Child Care Center provides teen parents with child care and instruction in parenting skills.

### Independent Study

Contracts for Independent Study (CIS) are offered as an alternative to regular classroom program instruction.

The Board of Education supports the use of long-term independent study as an alternative instructional strategy by which all enrolled pupils (K-12) may fulfill academic graduation requirements in a non-classroom setting. Course content used in long-term independent study programs usually parallels the course content provided in the regular classrooms. The following principles guide the implementation of this policy:

- Long-term independent study is a voluntary instructional option available to all students. Students in long-term independent study have the option of returning to schools offering traditional classroom instruction.
- Students with exceptional needs (special education students) may participate in long-term independent studies if their individualized education programs specifically provide for that participation. (2.01)
- A written independent study master agreement and assignment contract shall be developed for each participating pupil.
- To ensure that students in long-term independent study do not fall behind thus increasing the risk of their dropping out of school, strict limits are placed on the time within which assignments must be completed.

### School-to-Career

- **Purpose of the Program:** School-to-Career provides students with the opportunity to explore career options, see relevant applications of academic course work in comparison to the "real world," and explore a career interest through a sequence of vocational courses. Students learn to refine work habits and skills that will enable them to be economically independent and socially productive. These instructional programs expand traditional classroom learning into the local community in order to provide exploratory opportunities to students in addition to paid and unpaid jobs. Positive career and vocational experiences help students shape positive images of themselves and provide a foundation on which future career decisions can be based.

- **Services Provided:** Areas of study include business education, consumer and family studies, health careers, industrial technology education, urban agriculture, and Regional Occupational Program (ROP). Work experience education programs are listed under Career Development. Programs are provided through:

**Magnet Center Courses:**
The school-to-work transition courses are, for the most part, offered at all comprehensive middle level and senior high schools in the district. However, secondary magnet centers offer specialized courses in areas of training where it is neither economical nor practical to duplicate facilities. In addition, some occupational courses are offered at off-campus locations such as local business firms, hospitals, governmental locations or industrial plants.

Transportation is often available for magnet center programs. Students may attend magnet classes for the two or three hours an occupational course meets, and spend the remainder of the school day at their schools of residence. Students are encouraged, however, to transfer full-time to magnet center schools.

### Career Training

**District School-To-Work Transition Program:** This program is a variety of vocational sequential courses consisting of introductory, intermediate, and capstone classes offered at comprehensive secondary schools. In addition, specialized program courses are available at magnet and selected high schools in the areas of business education, consumer and family studies, health careers, industrial technology education and urban agriculture. (2.10)

**Regional Occupational Program (ROP):** ROP is a state-funded occupational training program that provides free job training instruction for San Diego County residents who are 16 years of age or older. San Diego City Schools offers approximately 60 ROP courses. Many courses function as capstone classes for program course sequences. Students complete these classes with skills qualifying them for entry level jobs in their fields.

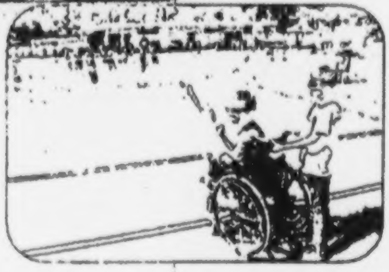
**Technical Preparation Programs:** "Tech Prep" programs begin in the 11th grade. They directly link the high school program course sequence in an occupational area to the matching program course sequence at a community college, thus forming a continuous four-year technical training program. Although the areas of study include specific vocational courses, they also include academic courses. Completion of specific academic courses will ensure that students have the communication, math and science skills necessary to succeed in their chosen fields. Not only does the "tech prep" program prepare students for technical level careers for students who wish and associate degrees; it also fulfills the course requirements to continue at a California State University or the University of California.

### Special Education

The Board of Education-approved course of study for special education students is based on an individualized program that provides for educating students in the least restrictive environment possible. Course studies, including differential proficiency standards, shall be developed or revised for each individual with exceptional needs, as defined by the Board of Education.

It is the policy of the Board of Education to provide a free and appropriate public education to each disabled student within its jurisdiction, regardless of the nature or severity of the disability.

Under this policy, a disabled student is one who has a physical or mental impairment that substantially limits one or more major life activities, including learning; has a record of such impairment; or is regarded as having such impairment.



### Gifted and Talented Education (GATE)

The district recognizes that all students should be given the opportunity to participate in an educational program that will lead to the realization of their full potential. The Gifted and Talented Education Program offers opportunities to students through enrichment activities. The participants are identified through criteria developed in the areas of intellectual, creative, or leadership ability; high achievement; and cultural, linguistic, or economic diversity. The learning opportunities are supportive of and enhance the core curriculum of the district.

Programs have been established for gifted and talented students who are identified under three categories:

- **Intellectual Ability.** Students who demonstrate exceptional or the potential for exceptional intellectual development.
- **High Achievement.** Students who consistently produce advanced ideas and products and/or score exceptionally high on achievement tests.
- **Specific Academic Ability.** Students who function at highly advanced academic levels in particular academic/ability areas.

Identification processes have been developed by the district in compliance with California state law. The processes provide students equal opportunities to be identified under the categories served, and seek and identify gifted and talented students from varying linguistic, economic and cultural backgrounds. All teachers who teach more than three classes for the gifted must hold a GATE credential or a master's degree in GATE.

*"Secondary GATE Program: Five program models have been established..."*

- **Elementary GATE Program:** Gifted and talented students, grades K-6, are provided with seminar programs at regional centers. Board of Education approval is required to establish a seminar center. The program is required to provide a minimum of 200 minutes per week of qualitatively different curricula.

**Seminar Program**
Enrollment in multi-grade seminar classes for the highly gifted cannot exceed 20. There are 37 regional seminar centers located within the San Diego Unified School District. A brochure explaining all of the programs is available in the Gifted and Talented Education office.

In classes for the highly gifted, students:

- Participate in an individualized instructional program suited to their particular needs, strengths and talents.
- Have opportunities to attain maximum competency in skills of written and oral communication and computation. (2.10)
- Explore areas of interest that time limits do not permit within the structure of the regular classroom program.
- Work in a flexible instructional environment, with a range of difficulty and interest appeal appropriate to their mental abilities.
- Use processes that further higher-level cognitive growth and promote challenging tasks, complex ideas, and sophisticated methods for learning.

- **Secondary GATE Program:** Five program models have been established: cluster classes and self-initiated studies at both junior and senior high levels; junior and senior high seminars and Advanced Placement classes. The program is required to provide a minimum of 200 minutes per week of qualitatively different curricula.

**Cluster Classes (Middle Level and Senior High School)**
Classes in all subject areas may be designated by the principal as "cluster" classes for the gifted. Classes cannot enroll more than 32 pupils. When conditions necessitate, larger classes may be established. Half the students in the class should be identified as gifted. The content of classes focuses on abstractness and complexity. Teaching is characterized by open-endedness and flexibility. Independent inquiry and individualized learning are encouraged. Multiple resources for gifted students are provided.

Class assignments and student products, different from those in the regular classes, reflect high-level thinking and problem-solving appropriate to the course discipline.

**Self-Initiated Studies (Middle Level and Senior High School)**
At grades 7-12, a student may be assigned to a learning center that is directed by a "Self-Initiated" Studies coordinator. The student and coordinator, cooperatively and with other teachers, design contractual studies, which may include programmed learning, learning packets, independent learning projects and credit by examination. Self-initiated studies may result in credit for an entire course or enrichment within a course. Activities are linked to the gifted program's overall goals through objectives written into the contractual arrangements and are evaluated by criteria that are also part of the contract.

**Seminar Classes (Middle Level School)**
Students in these classes are provided with qualitatively different education through small double-period English/social studies classes at grades 7 and 8 and a single-period English class at grade 9. These classes are limited to 20 students.

Because the basic curriculum can be compacted to require less time than regular classes, much work can be accomplished within the framework of the study seminar. Classes vary in size from two to 10 students. Teacher direction lessens as the students begin to understand how to organize, take responsibility for and evaluate the seminar curriculum. (2.17)

**Seminar (Senior High School)**
Highly gifted students can accomplish much of the work in senior high school through independent inquiry. Students have an opportunity to earn course credit in seminar classes in any subject area. Courses are directed by two tutorial advisors, one with competence in the math/science field and the other in the humanities. No more than 50 students are assigned to each seminar center. There are 10 senior high seminar centers in the district.

General goals of the high school seminar program are the establishment of seminar groups of mental peers; in-depth study in English, social studies, science or math; acceleration to college level work, allowing for high school completion in a one- to three-year period; utilization of the entire school staff in learning experiences; and vocational and avocational exploration.

### Advanced Placement Program (Senior High School)

The Advanced Placement (AP) Program consists of college-level courses and exams for senior high school students. Over 90 percent of the colleges AP candidates attend give credit and/or advanced placement to students whose AP examination grades are considered acceptable. AP classes, when compared to other high school courses, take more time, require more work, give greater opportunity for individual progress and accomplishment, and explore subjects in greater depth.

San Diego City Schools offers AP courses in seven content areas (science, mathematics, social studies, English, foreign language, fine arts, computer science). AP classes have approximately 4,000 students enrolled in all sections at the 18 senior high schools in the district.

> *"Over 90 percent of the colleges AP candidates attend give credit and/or advanced placement to students whose AP examination grades are considered acceptable."*

## Disadvantaged Students

The Board of Education policy provides for funding of district compensatory education programs to augment federal- and state-funded programs.

## Married/Pregnant Students

Board of Education policy and district regulations govern the enrollment and placement of married and/or pregnant students. Policies are as follows:

(2.00)

- When any member of a school staff, certificated or classified, including counselors, obtains direct knowledge that a student in the school is pregnant or is planning to have an abortion, this information is be reported to the principal.
- Marriage does not end the compulsory attendance requirement. Married students have a legal right to attend school; marriage itself is not grounds for exclusion, exemption, or transfer.

## Home/Hospital Instruction

A district teacher is available to all eligible homebound or hospitalized students unable to attend classes for extended periods of time.

## Racial Integration of Schools

The district's policy is to racially integrate its schools through two programs. These programs are:

- Magnet Programs
- Voluntary Ethnic Enrichment Programs

These programs' descriptions are as follows.

**Magnet Programs**

Magnet programs are in place at 31 elementary schools, five middle level schools, six comprehensive high schools and Gompers Secondary School (7-12), Muir Alternative School (K-12), and San Diego School for the Creative and Performing Arts (6-12). The programs offer academic emphases in a wide variety of areas, such as math/science/computers, geography and world cultures, communications and English/Spanish biliteracy.

The Board of Education endorses a policy for magnet program continuity from elementary school to middle school to high school.

It is the policy of the Board of Education that children enrolled in magnet programs have full access to programs and activities of the school. Resident and non-resident students will be treated in an equitable and caring manner.

It is the policy of the Board of Education to endorse a comprehensive marketing and recruitment program to inform all district parents and children of the options that exist for school or program choice. Every student in the district, regardless of race, shall have the option to apply to any district magnet program. The district is currently developing a new system of preference for magnet school assignment, whereby students applying to attend a school in a geographic area with different demographic and socioeconomic characteristics than their resident area will have preference for admission. The race/ethnicity of an individual student will no longer be a consideration if the proposal is approved.

(2.M)

It is the policy of the Board of Education to periodically review the effectiveness of its magnet programs and make adjustments that are necessary to develop and ensure successful magnet programs.

## Voluntary Ethnic Enrollment Programs (VEEP)

Under VEEP, schools with different racial/ethnic makeups are 'paired,' and students living in the attendance area of one school (or set of schools) have the opportunity to attend their 'paired' school (or set of schools) with bus transportation provided.

The district is currently developing a new system of preference for VEEP enrollment, whereby students will apply to their VEEP paired school(s) and be chosen for enrollment based on the results of an annual random lottery. The race/ethnicity of an individual student will no longer be a consideration for VEEP enrollment if the proposal is approved. Students must, however, still reside in the geographic attendance boundary of the VEEP 'sending' school to qualify for admission to the appropriate 'paired' (or 'receiving') school(s).

## INSTRUCTIONAL MATERIALS & TECHNOLOGY

Under current state law, public school districts are charged with the responsibility of providing instructional materials that meet the demands of the pupils in their district. To this end, the State Department of Education provides an Instructional Materials Fund credit to each district on an annual basis for each unit of ADA in kindergarten and grades 1-8. Funds are also provided for instructional materials for students in grades 9-12. These instructional materials may include textbooks, films, tapes, kits, recordings, prints, graphs, charts and multimedia systems.

The state reviews core instructional materials on a six-year cycle. Every six years new materials are adopted. It is the expectation of the California Department of Education that each school district will replace outdated materials with newly adopted materials. Originally, Instructional Materials Fund monies were intended to be sufficient to provide instructional materials for students for all subjects, not just new adoptions. However, sufficient state funds have never been available to adequately meet the district's needs.

> *"As the Internet becomes more accessible to schools, the district intends to provide students with limited, supervised access."*

### San Diego READS Initiative

Partnered with San Diego City Schools and the San Diego Union-Tribune, San Diego READS launched a 30 month, communitywide literacy campaign in April 1999. The mission of San Diego READS is to provide more books in classroom and school libraries and to recruit and train volunteer reading tutors to improve student achievement in San Diego City Schools. San Diego READS works in the community to raise funds from private corporate and individual donors, encourage volunteers in neighborhood schools to become read-aloud tutors in classrooms, and to collect gently used books at school sites for teachers and librarians to supplement their classroom and school libraries. The program serves the district's 141,000 students.

# SUPPORT SERVICES

### School Site and District Libraries

The district staff endorses the School Library Bill of Rights as expressed by the American Library Association and the National Education Association, which asserts that the responsibility of the school library is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served;
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- To provide a background of information that will enable students to make intelligent judgments in their daily lives;
- To provide materials on opposing sides of controversial issues so that young citizens can develop under guidance the practice of critical reading and thinking;
- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
- (B.2) To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

The district strives to reach the standards of the American Library Association. However, school library personnel and materials are paid for out of the district's general funds. These funds provide insufficient resources to meet all library needs. The district, however, strives to meet the priority framework listed above.

### Audiovisual Materials and Textbooks

Audiovisual materials and textbooks purchased by the district are approved by the California State Board of Education. The disposition of old and obsolete textbooks is accomplished under the direction of the district Superintendent in accordance with state and district regulations to make room in existing facilities for newly adopted materials. Old, out-of-date materials are discarded when they are no longer needed and as staff time permits.

### Facilities for Technology-Related Services

Technology-related services are planned in accordance with the School Facilities Planning Division, California Department of Education and district technology standards. The district strives to provide all classrooms and support facilities with appropriate technology. As the Internet becomes more accessible to schools, the district intends to provide students with limited, supervised access.

## STUDENT SERVICES

The district provides all of the traditional student services as described below. Increasingly, school sites are also being looked to as the most appropriate location for a range of additional services, such as family health care and social services. Placement of these new services impacts future planning for both the modernization of existing school sites and the construction of new schools.

### Health Services

(3.3)

The district provides a variety of health services, including educational programs for students. School nurses or other designated school personnel assist in administering prescribed medication according to detailed information provided by the physician or upon written request from parent or guardian. School nurses provide first aid and emergency planning at school sites as well as CPR and first aid training to staff and students. School nurses serve as consultants for physically challenged students and provide transition and planning assistance for students with chronic health conditions.

The district provides health office facilities at each elementary school and a variety of health-related facilities, including a comprehensive physical education program, at all schools. Students are afforded the opportunity to use hardcourt and turfed playfields at all facilities. When possible, school facilities are constructed adjacent to public parks to facilitate joint use and promote community recreation.

### Guidance and Counseling

The Board of Education supports a districtwide program of guidance and counseling. In developing and implementing a guidance and counseling program, the board places priority in the order of senior high school level, middle school level and elementary school level. The board supports the concept that the educational and career needs of students are best served when, in the opinion of the professional staff, there is the physical capability of meeting with every student in at least two scheduled meetings during the school year.

Board of Education policy requires the development and submission of a site guidance plan that is consistent with the total site educational plan. Parents and the community should be involved in the site needs assessment and in development of the site guidance plan. Selected students may be assigned to certain classes for the purpose of meeting individual needs and interests.

### Speech

All district schools have a speech program administered by a licensed, certificated speech pathologist who provides speech/language therapy to all students identified as requiring services in order for them to benefit from their educational program. At the request of parents, outside agencies and school personnel, assessments are conducted to determine if a student qualifies to receive speech/language therapy.

> *"All district schools have a speech program administered by a licensed, certificated speech pathologist...."*

### Early Childhood Programs

Early childhood Education Programs (ECEP), a component of the Institute for Learning, oversees six children's programs offered at campuses within the San Diego Unified School District. ECEP is an authorized agency of the California Department of Education, Child Development Division. Descriptions of its six programs follow.

⑭ **Child Development Centers** assist parents by providing a 12-month educational enrichment program for their preschool and school-age children. The centers, which are offered at 26 campuses, are open from 6:30 a.m. to 6:00 p.m. Parents of participating children must meet income eligibility requirements and must also be employed, in a training program, or attending college.

The **State Preschool Program**, in operation at 24 district elementary schools, provides a half-day enrichment class for preschool children (ages 3 years through kindergarten). Families must meet income eligibility requirements and are encouraged to take an active part in their child's classroom.

The **Adventure Club**, offered at four sites, is a 12-month before-and after-school program designed to be both fun and educational. It has a set-fee schedule and is available to all families in the school neighborhood.

The **Jackson Academy Family Learning Center (JAXS)** provides a 12-month after-school enrichment program for 4th- and 5th-grade students at Jackson Elementary School. In addition to offering tutoring and language/literacy enrichment to students, JAXS makes available to their parents a variety of services, ranging from education to employment training.

The **School-Age Parent and Infant Development Program**, offered at selected traditional and alternative high school campuses, assists teen parents who wish to continue their education and also work in the school's Infant Center, the on-campus facility where their children are cared for during the school day. The teens acquire parenting skills while their infants and toddlers receive nurturing, stimulating care appropriate for their age. Students who are not parents may also enroll in the family studies class or the Infant Center as an elective.

*"Board of Education policy permits organizations, clubs, and associations formed for recreational, educational, political, economic, artistic, or moral purposes to use school buildings and grounds."*

The **Pregnant Minor Program** is offered at two district campuses - Garfield High School and Twain Junior-Senior High School. This program allows pregnant teens to continue their high school education while receiving additional instruction in prenatal care and nutrition, health management and infant care.

## DISTRICT SERVICES

### Transportation Services

Subject to the availability of funds and applicable legal provisions, the district provides student transportation by means of district-owned school buses or by school buses under contract to the district. The Board of Education approves transportation assistance for qualified students enrolled in integrated special education programs. The district does not provide home-to-school transportation for regular education students attending their neighborhood school.

The Board of Education recognizes that efficient transportation is key to the successful implementation of integration programs and activities. Transportation practices must ensure that transportation for integration programs and activities is provided in the most cost-effective manner that supports voluntary integration. (3.5)

### Food Services

San Diego City Schools participates in the National School Lunch Program and/or School Breakfast Program and accepts responsibility for providing free and reduced-price meals to eligible children in its jurisdiction.

As authorized by the Board of Education, the district maintains a nonprofit food services program for students, faculty, and school-sponsored organizations.

### Maintenance and Custodial Services

The maintenance and custodial staffs are responsible for the general maintenance, cleaning and minor repair of facilities. Custodial services are performed each school day and on non-school days when facilities are used by staff or community. Facilities for maintenance activities are provided at each facility. In addition to storage and office facilities, space is allocated for mechanical equipment and technology hubs. As the technology program grows, the need for a high-tech approach to some custodial activities, such as care for computer network installations and electrical systems, may increase.

> *"It is the policy of the Board of Education to make available school grounds in operating elementary schools to private nonprofit child care programs by permit under provisions of the Civic Center Act."*

### Buildings, Grounds, and Equipment Management

Board of Education policies and district procedures govern the service, repair, and/or replacement of all district-owned property and equipment. These policies and procedures cover emergency and routine maintenance on buildings, equipment, or grounds necessary (a) to protect children, staff and the public against injury or loss of life; (b) to protect the district against severe loss or damage to property or serious disruption to the school program; and (c) to keep all district-owned buildings, grounds and equipment in a usable and safe condition.

### Facilities Allocation

This department is responsible for developing next-year and long-range enrollment forecasts, which are the basis of budget and facilities planning. Additional responsibilities include recommendations for annual facilities changes to meet classroom and support-space demands, and district interface with the State School Facility Program.

### Facilities Development

(3.6) The planning, programming, environmental review, site approval, design and construction of school facilities is managed by the Facilities Development Department. Community-based design task forces develop school designs that are unique to the community they serve while providing consistency in building systems that are conducive to long-term maintainability in an effort to minimize the taxpayers' investment. The department also supports annual portable moves to house enrollment growth and supports numerous capital program initiatives by other district departments, school sites and the community. These include joint use of facilities and turfed fields with the City of San Diego at over 65 school sites.

### Facilities Planning

The Facilities Planning Department is responsible for long-range facilities planning for the district, including preparation of the lon-range plan, assisting with long-range enrollment forecasts, programming facility needs, determining the need to close or reopen schools and related attendance boundary changes. Other duties include identifying and evaluating sites for new schools and working with the community and other agencies of facility-planning issues.

### Community Use of District Facilities

- Civic Center Act - The board grants use of school buildings or grounds for public literary, scientific, recreational or educational meetings. School buildings can also be used for the discussion of matters of general public interest based on terms and conditions set forth by the board and subject to the limitations, requirements and restrictions set forth in the Education Code of the State of California.

- Joint Use - The district works with other public agencies to provide joint use of facilities. Joint-use agreements benefit both agencies as well as the community, since they are a means of providing facilities that the agencies may not be able to provide by themselves. The district currently has 84 joint use agreements affecting 68 differenct school sites. Most of the agreements are for turfed playfield: Forty-eight of the 68 schools have joint use agreements for turfed fields on district property, and four are for turfed fields on city property.

  Other subjects of joint-use agreements include paved playgrounds, playfield lighting, tennis courts, swimming pools and parking.

With the exception of the joint-use agreement with San Diego Community College District to share a parking structure at Garfield High School, all of the current agreements are with the City of San Diego.

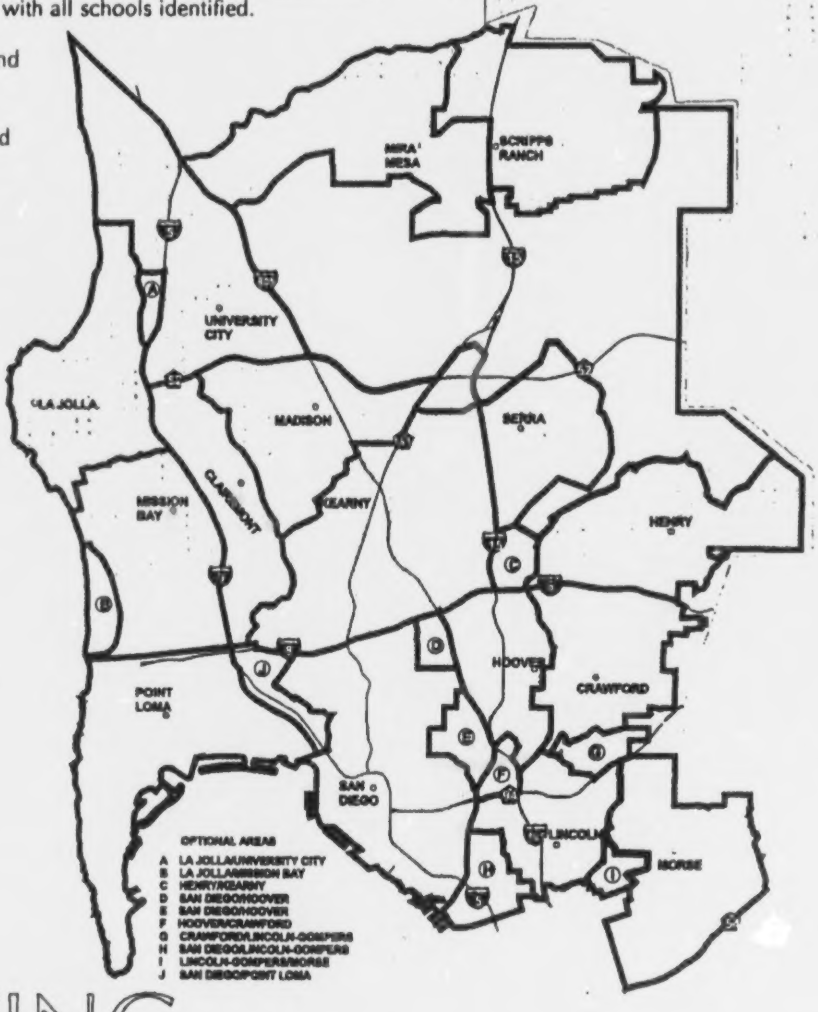
The district will continue to work with the city and other appropriate agencies to develop additional joint use agreements for new and existing school sites.

## HIGH SCHOOL ATTENDANCE AREAS

Because San Diego City Schools is so large, an easy way of organizing the district had to be implemented. The most widely utilized system is to organize the district according to high school attendance areas. This identifies all elementary and middle schools that "feed" the high school in that area. There currently are 125 elementary and 23 middle schools that feed 16 high schools. Five additional schools are listed as "Atypical" schools. The following is a listing in alphabetical order of the sixteen high school attendance areas with all schools identified.

* Single-track year-round school

** Multi-track year-round school


MIRA MESA
SCRIPPS RANCH
UNIVERSITY CITY
LA JOLLA
MADISON
SERRA
MISSION BAY
CLAIREMONT
KEARNY
HENRY
HOOVER
CRAWFORD
POINT LOMA
SAN DIEGO
LINCOLN
MORSE
A
B
C
D
E
F
G
H
I
J
OPTIONAL AREAS
A LA JOLLA/UNIVERSITY CITY
B LA JOLLA/MISSION BAY
C HENRY/KEARNY
D SAN DIEGO/HOOVER
E SAN DIEGO/HOOVER
F HOOVER/CRAWFORD
G CRAWFORD/LINCOLN-GOMPERS
H SAN DIEGO/LINCOLN-GOMPERS
I LINCOLN-GOMPERS/MORSE
J SAN DIEGO/POINT LOMA

## CLAIREMONT ATTENDANCE AREA

### ELEMENTARY SCHOOLS

*Alcott Elementary (K-5)*
4680 Hidalgo Ave
San Diego, 92117
(858) 273-3415; FAX (858) 581-6429
*Bay Park Elementary (K-5)*
2433 Denver Street
San Diego, 92110
276-1471; FAX 276-3243
*Cadman Elementary (K-5)*
4370 Kamloop Ave.
San Diego, 92117
(858) 273-3003; FAX (858) 273-3907
*Toler Elementary (K-5)*
3350 Baker Street
San Diego, 92117
(858) 273-0294; FAX (858) 483-3832

### MIDDLE SCHOOL

*Marston Middle School (6-8)*
3799 Clairemont Drive
San Diego, 92117
(858) 273-2030; FAX (858) 272-3460

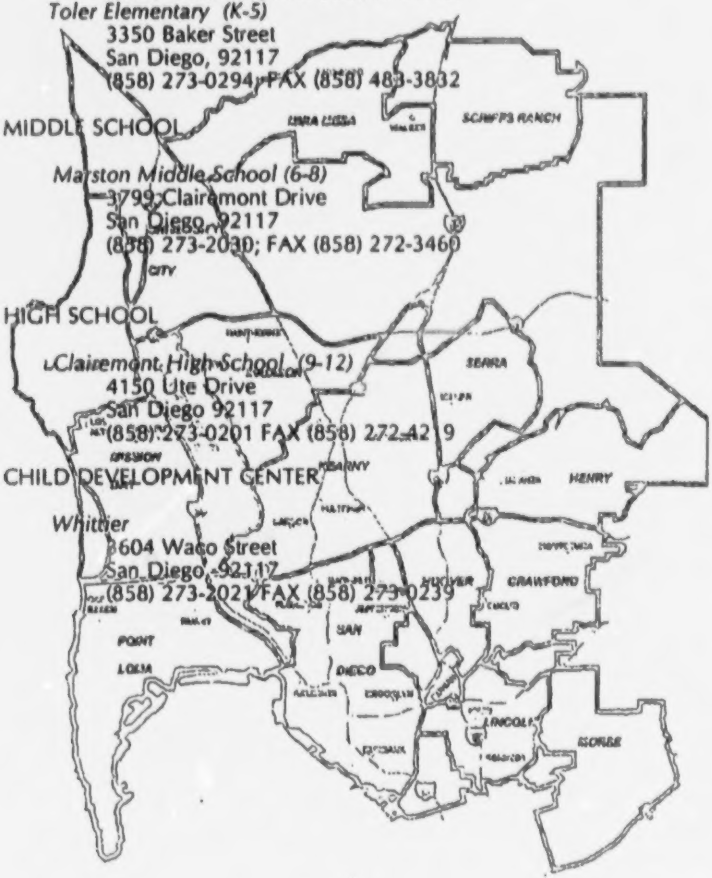
### HIGH SCHOOL

(4.2)

*Clairemont High School (9-12)*
4150 Ute Drive
San Diego 92117
(858) 273-0201 FAX (858) 272-42[illegible]9

### CHILD DEVELOPMENT CENTER

*Whittier*
3604 Waco Street
San Diego, 92117
(858) 273-2021 FAX (858) 273-0239


MIRA MESA
SCRIPPS RANCH
CITY
SERRA
KEARNY
HENRY
HOOVER
CRAWFORD
SAN
DIEGO
POINT
LOMA
LINCOLN
MORSE

## CRAWFORD ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Carver Elementary (K-5)**
3251 Juanita Street
San Diego, 92105
583-7021; FAX 286-4817

*Clay Elementary (K-5)*
6506 Solita Avenue
San Diego, 92115
583-0690; FAX 583-9643

*Darnall Elementary (K-5) **
6020 Hughes Street
San Diego 92115
582-1822; FAX 287-4732

*Euclid Elementary (K-5) **
4166 Euclid Avenue
San Diego, 92105
282-2192; FAX 283-7351

*Hardy Elementary (K-5)**
5420 Montezuma Road
San Diego, 92115
582-0136; FAX 286-2016

*Jackson Elementary (K-5)**
5465 El Cajon Blvd.
San Diego, 92115
582-3527; FAX 583-9048

*Language Academy (K-8)**
4961 64th Street
San Diego, 92115
287-1182; FAX 582-1769

*Marshall Elementary (K-5)**
3550 Altadena Avenue
San Diego, 92105
283-5924; FAX 563-4762

*Oak Park Elementary (K-5)*
2606 54th Street
San Diego 92105
264-3179; FAX 527-2152

*Rolando Park Elementary (K-5)*
6620 Marlowe Drive
San Diego, 92115
582-5414; FAX 582-3872

*Tubman Village Elementary (K-8)*
6880 Mohawk Street
San Diego, 92115
668-8635; FAX 668-2480

### MIDDLE SCHOOL

*Mann Middle School (6-8)**
4345 54th Street
San Diego, 92115
582-8990; FAX 583-2637

### HIGH SCHOOL

*Crawford High School (9-12)*
4191 Colts Way
San Diego, 92115
583-2500; FAX 583-9207

### CHILD DEVELOPMENT CENTERS

*Euclid CDC*
4141 Menlo Ave.
San Diego, 92105
284-5338; FAX 282-6879

*Montezuma CDC*
4950 Curry Drive
San Diego, 92115
582-0690; FAX 287-6278

MIRA MESA
SCRIPPS RANCH
MADISON
SERRA
KEARNY
HENRY
HOOVER
SAN DIEGO
LINCOLN
MORSE

4-3

## HENRY ATTENDANCE AREA

### ELEMENTARY SCHOOLS

*Benchley/Weinberger Elementary (K-5)*
6269 Twin Lake Drive
San Diego, 92119
463-9271; FAX 697-8617

*Dailard Elementary (K-5)*
6425 Cibola
San Diego, 92120
286-1550; FAX 288-3395

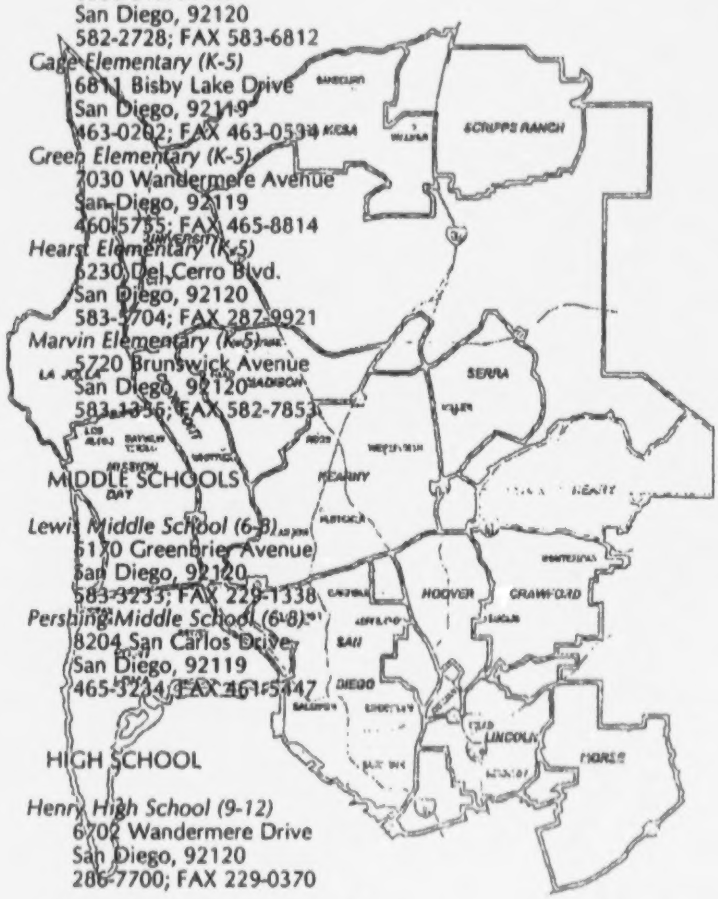
*Foster Elementary (K-5)*
6550 51st Street
San Diego, 92120
582-2728; FAX 583-6812

*Gage Elementary (K-5)*
6811 Bisby Lake Drive
San Diego, 92119
463-0202; FAX 463-0534

*Green Elementary (K-5)*
7030 Wandermere Avenue
San Diego, 92119
460-5755; FAX 465-8814

*Hearst Elementary (K-5)*
6230 Del Cerro Blvd.
San Diego, 92120
583-5704; FAX 287-9921

*Marvin Elementary (K-5)*
5720 Brunswick Avenue
San Diego, 92120
583-1356; FAX 582-7853


SCRIPPS RANCH
MESA
SERRA
LA JOLLA
MADISON
CLAIREMONT
MISSION BAY
KEARNY
HENRY
HOOVER
CRAWFORD
SAN DIEGO
LINCOLN
MORSE

### MIDDLE SCHOOLS

*Lewis Middle School (6-8)*
5170 Greenbrier Avenue
San Diego, 92120
583-3233; FAX 229-1338

*Pershing Middle School (6-8)*
8204 San Carlos Drive
San Diego, 92119
465-3234; FAX 461-5447

### HIGH SCHOOL

*Henry High School (9-12)*
6702 Wandermere Drive
San Diego, 92120
286-7700; FAX 229-0370

### CHILD DEVELOPMENT CENTER

*De Anza*
6525 Estrella Ave.
San Diego, CA 92120
583-0994; FAX 265-4536

## HOOVER ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Adams Elementary (K-5)*
4672 35th Street
San Diego, CA 92116
284-1158; FAX 563-7532
*Central Elementary (K-4)***
4063 Polk Avenue
San Diego, 92105
281-6644; FAX 281-1732
*Edison Elementary (K-4)**
4077 35th Street
San Diego, 92104
283-5961; Fax 282-3179
*Franklin Elementary (K-5)*
4481 Copeland Avenue
San Diego, 92116
284-9279; FAX 282-6112
*Hamilton Elementary (K-5)**
2807 Fairmount Avenue
San Diego, 92105
262-2483; FAX 262-8251
*Rosa Parks Elementary (K-5)**
4510 Landis Street
San Diego, 92105
282-6803; FAX 282-5895
*Rowan Elementary (K-5)*
1755 Rowan Street
San Diego, 92105
262-7541; Fax 262-0971

TIERRA MESA
SCRIPPS RANCH
UNIVERSITY
MADISON
SERRA
CLAIREMONT
MISSION
KEARNY
HENRY
CRAWFORD
SAN
DIEGO
LOMA
LINCOLN
MORSE
4.5

### MIDDLE SCHOOLS

*Clark Middle School (6-8)**
4388 Thorn Street
San Diego, 92105
563-6801; FAX 641-7799
*Wilson Middle School (5-8)**
3838 Orange Avenue
San Diego, 92105
280-1661; FAX 280-6437

### HIGH SCHOOL

*Hoover High School (9-12)*
4474 El Cajon Blvd.
San Diego, 92115
283-6281; FAX 280-5837

### CHILD DEVELOPMENT CENTER

*Rowan CDC*
1757 Rowan Street
San Diego, 92105
262-6525; FAX 527-1694

## KEARNY ATTENDANCE AREA

### ELEMENTARY SCHOOLS

*Angier Elementary (K-5)*
8450 Hurlbut Street
San Diego, 92123
(858) 496-8296
FAX (858) 277-9279

*Carson Elementary (K-5)**
6905 Kramer Street
San Diego, 92111
(858) 496-8060
FAX (858) 496-8358

*Chesterton Elementary (K-5)*
7335 Wheatley Street
San Diego, 92111
(858) 496-8070
FAX (858) 571-5766

*Cubberley Elementary (K-5)*
3201 Marathon Drive
San Diego, 92123
(858) 496-8075
FAX (858) 496-8325

*Fletcher Elementary (K-5)*
7666 Bobolink Way
San Diego, 92123
(858) 496-8100
FAX (858) 496-8045

*Jones Elementary (K-5)**
2751 Greyling Drive
San Diego, 92123
(858) 496-8140
FAX (858) 571-2877

*Juarez Elementary (K-5)*
2633 Melbourne Drive
San Diego, 92123
(858) 496-8145
FAX (858) 627-7410

*Linda Vista Elementary (K-5)**
2772 Ulric Street
San Diego, 92111
(858) 496-8196
FAX (858) 292-0326

*Ross Elementary (K-5)*
7470 Bagdad Street
San Diego, 92111
(858) 496-8300
FAX (858) 467-9270

*Wegeforth Elementary (K-5)*
3443 Ediwhar Avenue
San Diego, 92123
(858)496-8274
FAX (858) 496-8109

### MIDDLE SCHOOLS

*Montgomery Middle School (6-8)**
2470 Ulric Street
San Diego, 92111
(858) 496-8330
FAX (858) 292-0125

*Taft Middle School (6-8)*
9191 Gramercy Drive
San Diego, 92123
(858) 496-8245
FAX (858) 496-8138

### ATYPICAL SCHOOL

*Muir Alternative School (K-12)*
3390 Armstrong Street
San Diego 92111
(858) 268-1954
FAX (858) 627-9289

### HIGH SCHOOL

*Kearny High School (9-12)*
7651 Wellington Street
San Diego, 92111
(858) 496-8370
FAX (858) 627-7503

### CHILD DEVELOPMENT CENTERS

*Carson CDC*
1705 Coolidge Ave.
San Diego, 92111
(858) 496-8065
FAX (858) 467-1962

*Fletcher CDC*
7666 Boblink Way
San Diego, 92123
(858) 496-8104
FAX (858) 279-6148

*Ross CDC*
7470 Bagdad Street
San Diego, 92111
(858) 496-8306
FAX (858) 279-6381

*Wegeforth CDC*
3384 Glencolum Drive
San Diego, 92123
(858) 496-8270
FAX (858) 467-0569

MIRA MESA
KEARNY
MADISON
SAN
DIEGO

## LA JOLLA ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Bird Rock Elementary (K-5)*
5371 La Jolla Hermosa Ave.
La Jolla, 92037
(858) 488-0537; FAX (858) 539-0541

*La Jolla Elementary (K-5)*
1111 Marine Street
La Jolla, 92037
(858) 454-7196; FAX (858) 459-6918

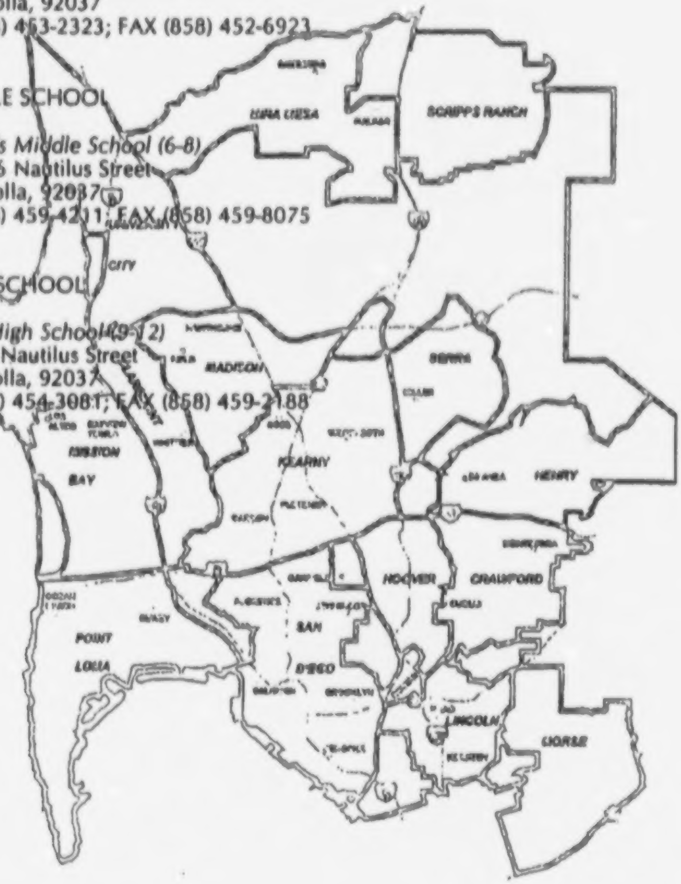
*Torrey Pines Elementary (K-5)*
8350 Cliffridge Avenue
La Jolla, 92037
(858) 453-2323; FAX (858) 452-6923

### MIDDLE SCHOOL

*Muirlands Middle School (6-8)*
1056 Nautilus Street
La Jolla, 92037
(858) 459-4211; FAX (858) 459-8075

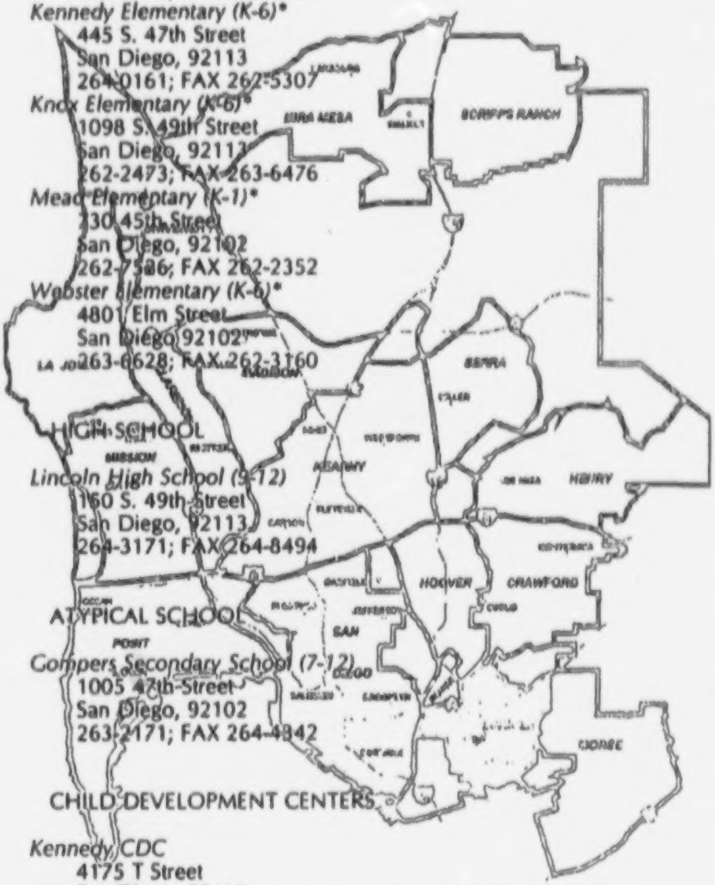
### HIGH SCHOOL

*La Jolla High School (9-12)*
750 Nautilus Street
La Jolla, 92037
(858) 454-3081; FAX (858) 459-2188


MIRA MESA
SCRIPPS RANCH
CITY
MADISON
SERRA
MISSION BAY
KEARNY
HENRY
HOOVER
CRAWFORD
POINT LOMA
SAN DIEGO
LINCOLN
MORSE

## LINCOLN ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Chollas Elementary (2-6)**
545 45th Street
San Diego, 92102
264-3113; FAX 266-2217
*Horton Elementary (K-6)**
5050 Guymon Street
San Diego, 92102
264-0171; FAX 262-8023
*Johnson Elementary (K-6)**
1355 Kelton Road
San Diego, 92114
264-0103; FAX 266-0424
*Kennedy Elementary (K-6)**
445 S. 47th Street
San Diego, 92113
264-0161; FAX 262-5307
*Knox Elementary (K-6)**
1098 S. 49th Street
San Diego, 92113
262-2473; FAX 263-6476
*Mead Elementary (K-1)**
730 45th Street
San Diego, 92102
262-7586; FAX 262-2352
*Webster Elementary (K-6)**
4801 Elm Street
San Diego, 92102
263-6628; FAX 262-3160



### HIGH SCHOOL

*Lincoln High School (9-12)*
150 S. 49th Street
San Diego, 92113
264-3171; FAX 264-8494

### ATYPICAL SCHOOL

*Gompers Secondary School (7-12)*
1005 47th Street
San Diego, 92102
263-2171; FAX 264-4842

### CHILD DEVELOPMENT CENTERS

*Kennedy CDC*
4175 T Street
San Diego, 92113
262-7494; FAX 527-2579
*Mead CDC*
730 45th Street
San Diego, 92102
263-5800; FAX 527-2313

## MADISON ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Field Elementary (K-6)*
4375 Bannock Avenue
San Diego, 92117
(858) 273-3323; FAX (858) 581-0873

*Hawthorne Elementary (K-6)*
4750 Lehrer Drive
San Diego, 92117
(858) 273-3341; FAX (858) 274-6379

*Holmes Elementary (K-6)*
4902 Mt. Ararat Drive
San Diego, 92111
(858) 496-8110; FAX (858) 496-8734

*Lafayette Elementary (K-6)*
6125 Printwood Way
San Diego, 92117
(858) 496-8160; FAX (858) 576-9739

*Lindbergh/Schweitzer Elementary (K-6)*
4133 Mt. Albertine Avenue
San Diego, 92111
(858) 496-8400; FAX (858) 292-0746

*Sequoia Elementary (K-6)*
4690 Limerick Avenue
San Diego, 92117
(858) 496-8240; FAX (858) 496-8329

*Whitman Elementary (K-6)*
4050 Appleton Street
San Diego, 92117
(858) 273-2700; FAX (858) 483-8946

SCRIPPS RANCH
SERRA
KEARNY
HENRY
MISSION
HOOVER
CRAWFORD
POINT
SAN DIEGO
LINCOLN
MORSE

### MIDDLE SCHOOL

*Kroc Middle School (7-8)*
5050 Conrad Avenue
San Diego, 92117
(858) 496-8150; FAX (858) 292-5206

### HIGH SCHOOL

*Madison High School (9-12)*
4833 Doliva Drive
San Diego, 92117
(858) 496-8410; FAX (858) 496-8421

### CHILD DEVELOPMENT CENTERS

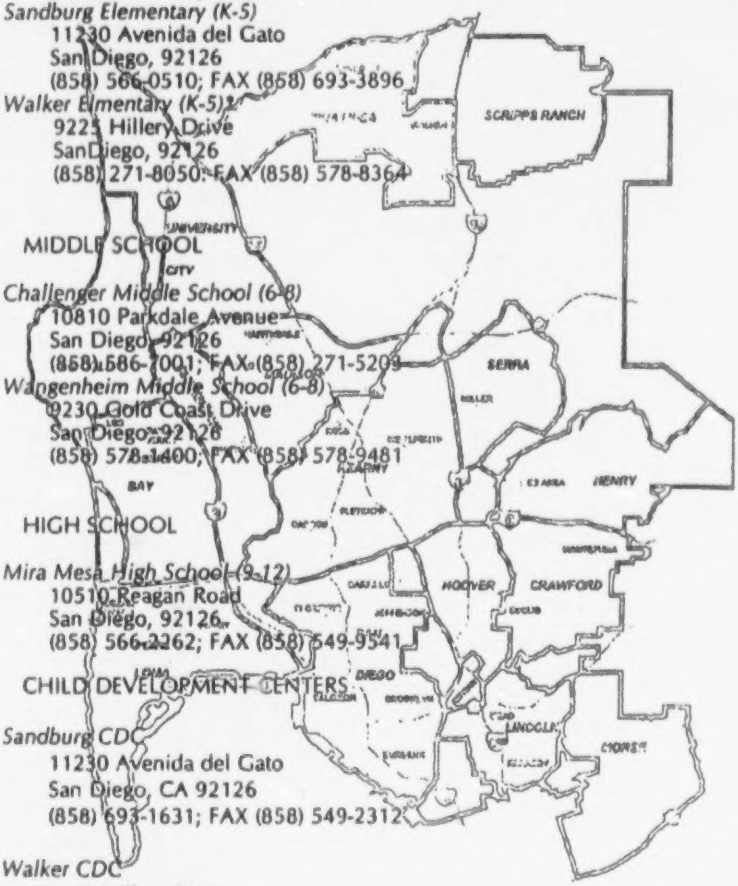
*Field CDC*
4375 Bannock Avenue
San Diego, 92117
(858) 273-1820; FAX (858) 272-3070

*Hawthorne CDC*
4750 Lehrer Drive
San Diego, 92117
(858) 273-6181; FAX (858) 272-1135

BEST COPY AVAILABLE

## MIRA MESA ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Ericson Elementary (K-5)**
11174 Westonhill Drive
San Diego, 92126
(858) 271-0505; FAX (858) 566-6614
*Hickman Elementary (K-5)*
10850 Montongo Street
San Diego, 92126
(858) 271-5210; FAX (858) 566-9010
*Mason Elementary (K-5)**
10340 San Ramon Drive
San Diego, 92126
(858) 271-0410; FAX (858) 578-6822
*Sandburg Elementary (K-5)*
11230 Avenida del Gato
San Diego, 92126
(858) 566-0510; FAX (858) 693-3896
*Walker Elementary (K-5)**
9225 Hillery Drive
San Diego, 92126
(858) 271-8050; FAX (858) 578-8364



### MIDDLE SCHOOL

*Challenger Middle School (6-8)*
10810 Parkdale Avenue
San Diego, 92126
(858) 586-7001; FAX (858) 271-5209
*Wangenheim Middle School (6-8)*
9230 Gold Coast Drive
San Diego, 92126
(858) 578-1400; FAX (858) 578-9481

(4.10)

### HIGH SCHOOL

*Mira Mesa High School (9-12)*
10510 Reagan Road
San Diego, 92126
(858) 566-2262; FAX (858) 549-9541

### CHILD DEVELOPMENT CENTERS

*Sandburg CDC*
11230 Avenida del Gato
San Diego, CA 92126
(858) 693-1631; FAX (858) 549-2312

*Walker CDC*
9245 Hillery Drive
San Diego, 92126
(858) 566-7370; FAX (858) 549-3245

## MISSION BAY ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Bayview Terrace Elementary (K-5)*
2445 Fogg Street
San Diego, 92109
(858) 273-5244; FAX (858) 272-0191
*Crown Point Elementary (K-5)*
4033 Ingraham Street
San Diego, 92109
(858) 273-9830; FAX (858) 274-5165
*Longfellow Elementary (K-8)*
5055 July Street
San Diego, 92110
(858) 276-4206; FAX (858) 276-7008
*Pacific Beach Elementary (K-5)*
1234 Tourmaline Street
San Diego, 92109
(858) 488-8316; FAX (858) 488-7852
*Sessions Elementary (K-5)*
2150 Beryl Street
San Diego, 92109
(858) 273-3111; FAX (858) 272-0260

### MIDDLE SCHOOL

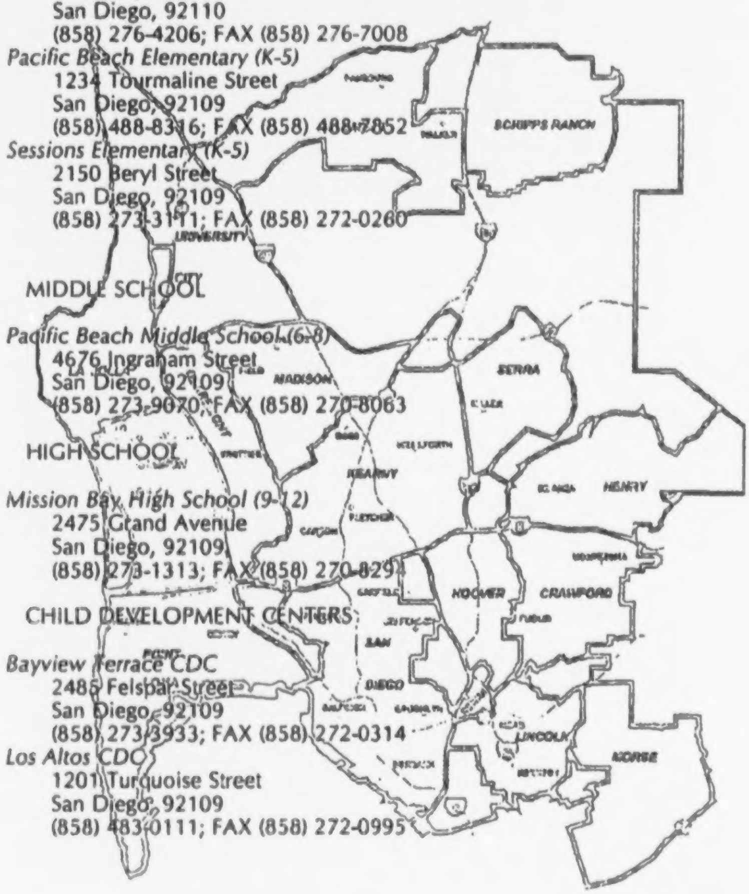
*Pacific Beach Middle School (6-8)*
4676 Ingraham Street
San Diego, 92109
(858) 273-9070; FAX (858) 270-8063

### HIGH SCHOOL

*Mission Bay High School (9-12)*
2475 Grand Avenue
San Diego, 92109
(858) 273-1313; FAX (858) 270-8294

### CHILD DEVELOPMENT CENTERS

*Bayview Terrace CDC*
2485 Felspar Street
San Diego, 92109
(858) 273-3933; FAX (858) 272-0314
*Los Altos CDC*
1201 Turquoise Street
San Diego, 92109
(858) 483-0111; FAX (858) 272-0995


SCRIPPS RANCH
UNIVERSITY CITY
LA JOLLA
MADISON
SERRA
KEARNY
HENRY
HOOVER
CRAWFORD
SAN DIEGO
POINT LOMA
LINCOLN
MORSE

4.11

## MORSE ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Audubon Elementary (K-5)**
8111 San Vicente Street
San Diego, 92114
469-6139; FAX 469-7859

*Bethune Elementary (K-5)**
6835 Benjamin Holt Rd.
San Diego, 92114
267-2271; FAX 475-5068

*Boone Elementary (K-6)**
7330 Brookhaven Road
San Diego, 92114
479-3111; FAX 470-6529

*Encanto Elementary (K-5)*
822 65th Street
San Diego, 92114
264-3191; FAX 264-5484

*Freese Elementary (K-6)*
8140 Greenlawn Drive
San Diego, 92114
479-2727; FAX 475-7305

*Fulton Elementary (K-5)*
7055 Skyline Drive
San Diego, 92114
262-0777; FAX 527-4172

*Lee Elementary (K-6)*
6196 Childs Avenue
San Diego, 92139
475-2020; FAX 475-2091

*Nye Elementary (K-5)*
981 Valencia Parkway
San Diego, 92114
527-4901; FAX 527-0472

*Paradise Hills Elementary (K-6)**
5816 Alleghany Street
San Diego, 92139
479-3145; FAX 472-8889

*Penn Elementary (K-6)**
2797 Utica Drive
San Diego, 92139
479-5638; FAX 479-2225

*Perry Elementary (K-6)**
6195 Ranger Road
San Diego, 92139
479-4040; FAX 267-6172

*Valencia Park Elementary (K-5)**
5880 Skyline Drive
San Diego, 92114
264-0125; FAX 266-8801

*Zamorano Elementary (K-6)**
2655 Casey Street
San Diego, 92139
267-8007; FAX 475-9748

### MIDDLE SCHOOLS

*Bell Junior High (7-9)*
620 Briarwood Road
San Diego, 92139
479-7111; FAX 470-8054

*Keiller Middle School (6-8)*
7270 Lisbon Street
San Diego, 92114
263-9266; FAX 262-2217

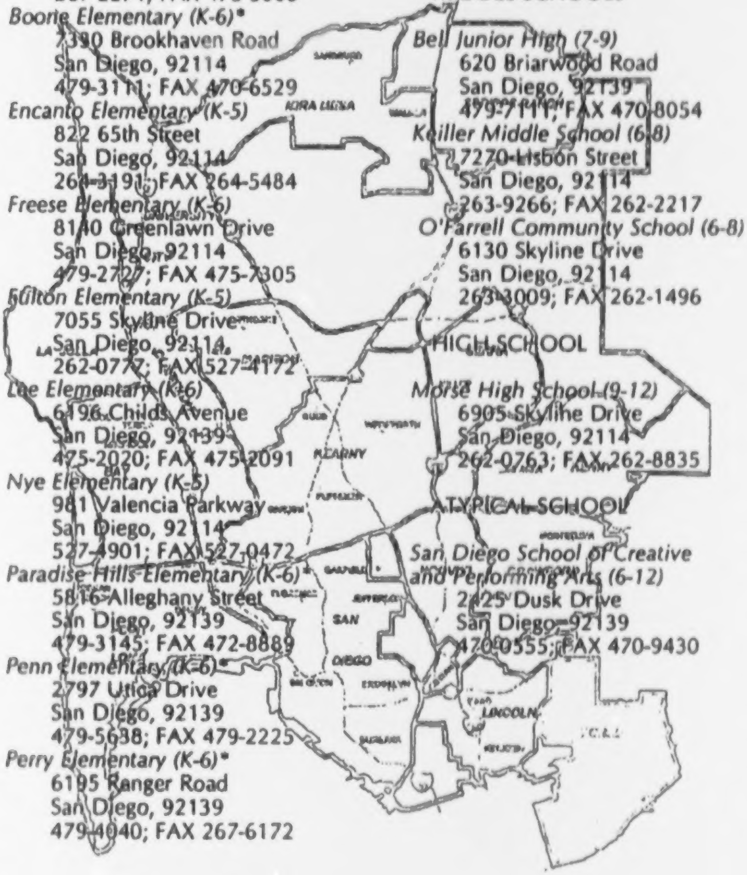
*O'Farrell Community School (6-8)*
6130 Skyline Drive
San Diego, 92114
263-3009; FAX 262-1496

### HIGH SCHOOL

*Morse High School (9-12)*
6905 Skyline Drive
San Diego, 92114
262-0763; FAX 262-8835

### ATYPICAL SCHOOL

*San Diego School of Creative and Performing Arts (6-12)*
2425 Dusk Drive
San Diego, 92139
470-0555; FAX 470-9430



BEST COPY AVAILABLE

## POINT LOMA ATTENDANCE AREA

### ELEMENTARY SCHOOLS

*Barnard Elementary (K-5)*
2930 Barnard Street
San Diego, 92110
224-3306; FAX 224-8721
*Cabrillo Elementary (K-5)*
3120 Talbot Street
San Diego, 92106
223-7154; FAX 221-9051
*Dana 6th Grade School (6)*
1775 Chatsworth Blvd.
San Diego, CA 92107
225-3897; FAX 225-3878
*Dewey Elementary (K-5)**
3251 Rosecrans Street
San Diego, 92110
223-8131; FAX 523-9338
*Fremont Elementary (K-5)*
2375 Congress Street
San Diego, 92110
293-4430; FAX 293-7235
*Loma Portal Elementary (K-5)*
3341 Browning Street
San Diego, 92106
223-1683; FAX 224-1352
*Ocean Beach Elementary (K-5)*
4741 Santa Monica Ave.
San Diego, 92107
223-1631; FAX 224-0141
*Silver Gate Elementary (K-5)*
1499 Venice Street
San Diego, 92107
222-1139; FAX 226-3058
*Sunset View Elementary (K-5)*
4365 Hill Street
San Diego, 92107
223-7156; FAX 224-6920

### MIDDLE SCHOOL

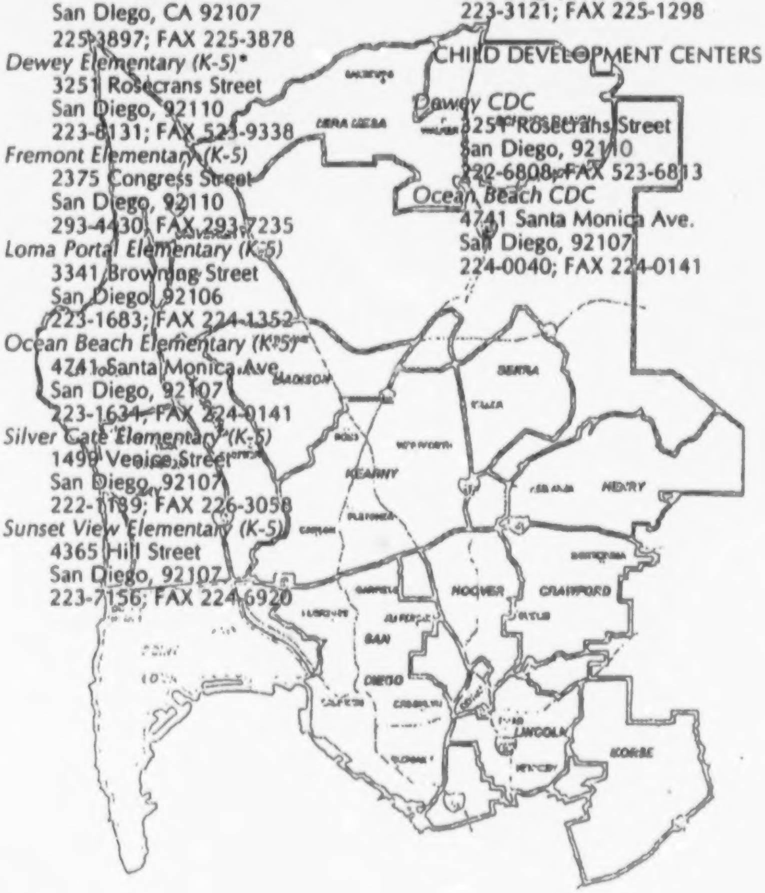
*Correia Junior High (7-8)*
4302 Valeta Street
San Diego, 92107
222-0476; FAX 221-0147

### HIGH SCHOOL

*Point Loma High School (9-12)*
2335 Chatsworth Blvd.
San Diego, 92106
223-3121; FAX 225-1298

### CHILD DEVELOPMENT CENTERS

*Dewey CDC*
3251 Rosecrans Street
San Diego, 92110
222-6808; FAX 523-6813
*Ocean Beach CDC*
4741 Santa Monica Ave.
San Diego, 92107
224-0040; FAX 224-0141

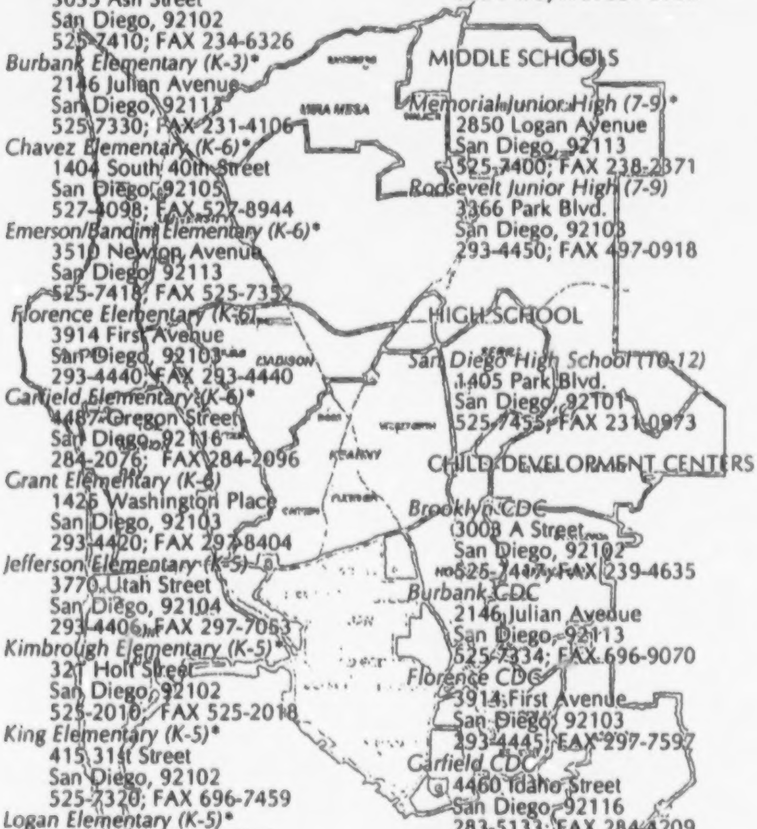


4.18

BEST COPY AVAILABLE

## SAN DIEGO ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Baker Elementary (K-6)**
4041 T Street
San Diego, 92113
264-3139; FAX 264-2318
*Balboa Elementary (K-5)**
1844 S. 40th Street
San Diego, 92113
263-8151; FAX 263-5742
*Birney Elementary (K-6)**
4345 Campus Avenue
San Diego, 92103
293-4400; FAX 668-3017
*Brooklyn Elementary (K-5)**
3035 Ash Street
San Diego, 92102
525-7410; FAX 234-6326
*Burbank Elementary (K-3)**
2146 Julian Avenue
San Diego, 92113
525-7330; FAX 231-4106
*Chavez Elementary (K-6)**
1404 South 40th Street
San Diego, 92105
527-4098; FAX 527-8944
*Emerson/Bandini Elementary (K-6)**
3510 Newton Avenue
San Diego, 92113
525-7418; FAX 525-7352
*Florence Elementary (K-6)*
3914 First Avenue
San Diego, 92103
293-4440; FAX 293-4440
*Garfield Elementary (K-6)**
4487 Oregon Street
San Diego, 92116
284-2076; FAX 284-2096
*Grant Elementary (K-6)*
1425 Washington Place
San Diego, 92103
293-4420; FAX 297-8404
*Jefferson Elementary (K-5)*
3770 Utah Street
San Diego, 92104
293-4406; FAX 297-7053
*Kimbrough Elementary (K-5)**
321 Holt Street
San Diego, 92102
525-2010; FAX 525-2018
*King Elementary (K-5)**
415 31st Street
San Diego, 92102
525-7320; FAX 696-7459
*Logan Elementary (K-5)**
2875 Ocean View Blvd.
San Diego, 92113
525-7440; FAX 237-1004
*MacDowell Elementary (6)**
5095 Arvinels Ave.
San Diego, 92117
278-5917; FAX 278-7462
*McKinley Elementary (K-6)*
3045 Felton St
San Diego, 92104
282-7694; FAX 281-3478
*North Park Elementary (K-6)**
4041 Oregon St
San Diego, 92104
225-3896; FAX 293-8118
*Perkins Elementary (K-5)**
1110 Beardsley St
San Diego, 92113
525-7482; FAX 234-7418
*Sherman Elementary (K-5)**
450 24th St
San Diego, 92102
525-7425; FAX 231-5833
*Washington Elementary (K-6)*
1789 State St
San Diego 92101
525-7475; FAX 231-3562



4.14

### MIDDLE SCHOOLS

*Memorial Junior High (7-9)**
2850 Logan Avenue
San Diego, 92113
525-7400; FAX 238-2371
*Roosevelt Junior High (7-9)*
3366 Park Blvd.
San Diego, 92103
293-4450; FAX 497-0918

### HIGH SCHOOL

*San Diego High School (10-12)*
1405 Park Blvd.
San Diego, 92101
525-7455; FAX 231-0973

### CHILD DEVELOPMENT CENTERS

*Brooklyn CDC*
3008 A Street
San Diego, 92102
525-7447; FAX 239-4635
*Burbank CDC*
2146 Julian Avenue
San Diego, 92113
525-7334; FAX 696-9070
*Florence CDC*
3914 First Avenue
San Diego, 92103
293-4445; FAX 297-7597
*Garfield CDC*
4460 Idaho Street
San Diego, 92116
283-5133; FAX 284-4209
*Jefferson Elementary CDC*
3770 Utah Street
San Diego, 92104
293-4414; FAX 297-7053
*Salomon CDC*
1789 State Street
San Diego, 92101
696-8716; FAX 696-9070

BEST COPY AVAILABLE

## SCRIPPS RANCH ATTENDANCE AREA

### ELEMENTARY SCHOOLS

*Dingeman Elementary (K-5)*
11840 Scripps Creek Drive
San Diego, 92131
(858) 549-4437; FAX (858) 635-8948

*Hage Elementary (K-5)*
9750 Galvin Avenue
San Diego, 92126
(858) 566-0273; FAX (858) 693-7942

*Jerabek Elementary (K-5)**
10050 Avenida Magnifica
San Diego, 92131
(858) 578-5330; FAX (858) 578-7367

*Miramar Ranch Elementary (K-5)*
10770 Red Cedar Drive
San Diego, 92131
(858) 271-0470; FAX (858) 549-6817

### MIDDLE SCHOOLS

*Marshall Middle School (6-8)*
11778 Cypress Canyon Road
San Diego, 92131
(858) 549-8840; FAX (858) 549-4910

### HIGH SCHOOL

*Scripps Ranch High School (9-12)*
10410 Treena Street
San Diego, 92131
(858) 621-9020; FAX (858) 621-0646

LA JOLLA
MADISON
SERRA
KEARNY
BAY
HENRY
HOOVER
CRAWFORD
POINT
LOMA
SAN
DIEGO
LINCOLN
MORSE

4.15

## SERRA ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Hancock Elementary (K-5)**
3303 Taussig Street
San Diego, 92124
(858) 496-8310; FAX (858) 278-6549

*Kumeyaay Elementary (K-5)*
6475 Antigua Blvd.
San Diego, 92124
(858) 279-1022; FAX (858) 569-7418

*Miller Elementary (K-5)**
4343 Shields Street
San Diego, 92124
(858) 496-8319; FAX (858) 278-1649

*Tierrasanta Elementary (K-5)**
5450 La Cuenta Drive
San Diego, 92124
(858) 496-8255; FAX (858) 627-9753

*Vista Grande Elementary (K-5)*
5606 Antigua Blvd.
San Diego, 92124
(858) 496-8290; FAX (858) 569-7647

### MIDDLE SCHOOLS

*DePortola Middle School (6-8)*
11010 Clairemont Mesa Blvd.
San Diego, 92124
(858) 496-8080; FAX (858) 576-4419

*Farb Middle School (6-8)**
4880 La Cuenta Drive
San Diego, 92124
(858) 496-8090; FAX (858) 627-9071

### HIGH SCHOOL

*Serra High School (9-12)*
5156 Santo Road
San Diego, 92124
(858) 496-8342; FAX (858) 571-3457

### CHILD DEVELOPMENT CENTERS

*Miller CDC*
4343 Shields Street
San Diego, 92124
(858) 496-8327; FAX (858) 467-1319

4.16

MIRA MESA
SCRIPPS RANCH
UNIVERSITY CITY
BAY
SERRA
HENRY
HOOVER
CRAWFORD
SAN DIEGO
LINCOLN
MORSE

## UNIVERSITY CITY ATTENDANCE AREA
### ELEMENTARY SCHOOLS

*Curie Elementary (K-5)*
4080 Governor Drive
San Diego, 92122
(858) 453-4184; FAX (858) 546-3972

*Doyle Elementary (K-5)*
3950 Berino Court
San Diego, 92122
(858) 456-6230; FAX (858) 455-9486

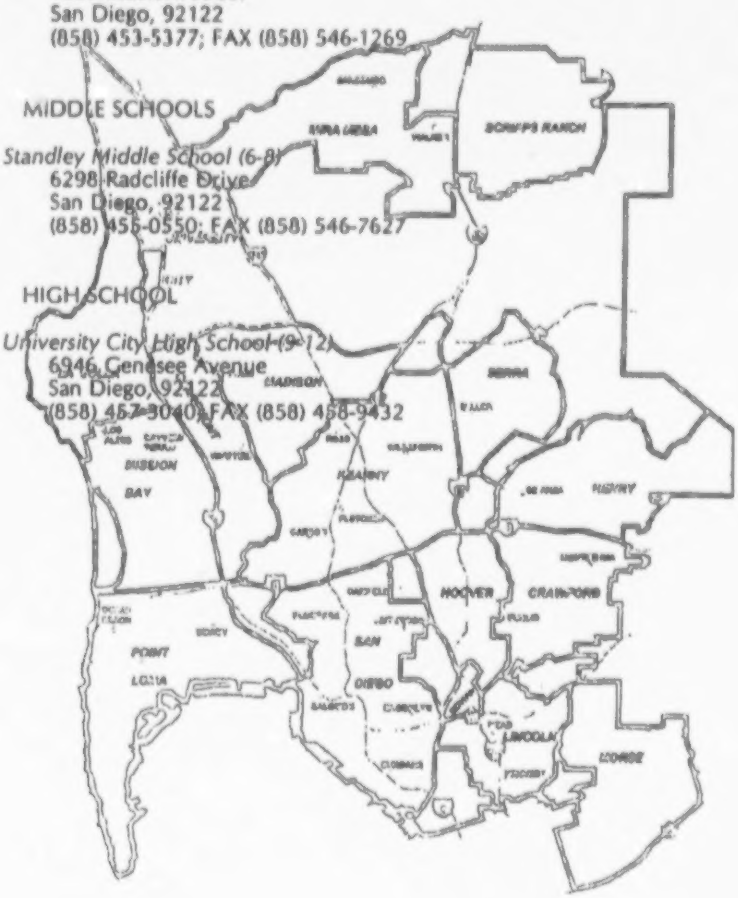
*Spreckels Elementary (K-5)*
6033 Stadium Street
San Diego, 92122
(858) 453-5377; FAX (858) 546-1269

### MIDDLE SCHOOLS

*Standley Middle School (6-8)*
6298 Radcliffe Drive
San Diego, 92122
(858) 455-0550; FAX (858) 546-7627

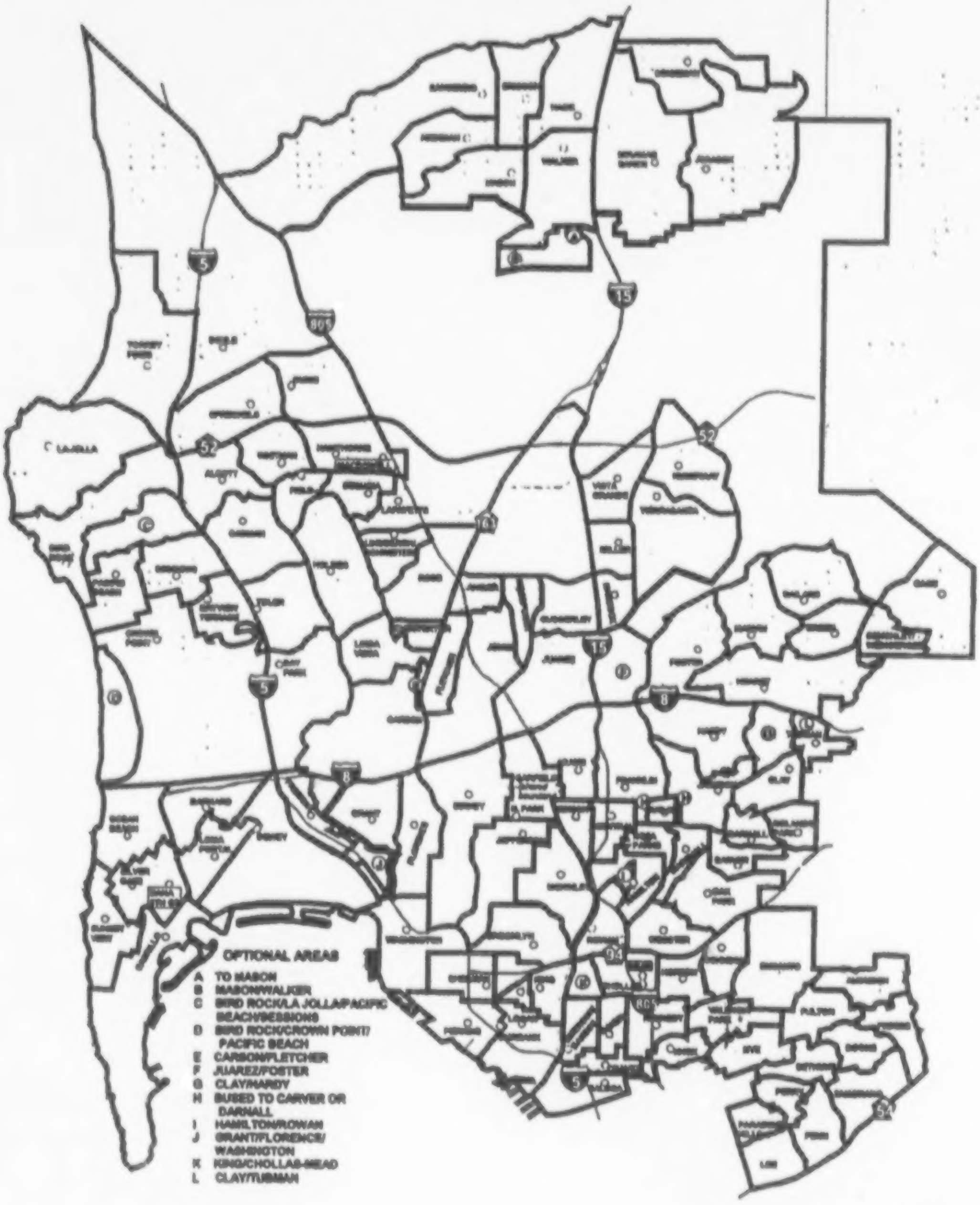
### HIGH SCHOOL

*University City High School (9-12)*
6946 Genesee Avenue
San Diego, 92122
(858) 457-3040; FAX (858) 458-9432


MIRA MESA
SCRIPPS RANCH
MADISON
SERRA
MISSION
BAY
KEARNY
HENRY
HOOVER
CRAWFORD
POINT
LOMA
SAN
DIEGO
LINCOLN
MORSE

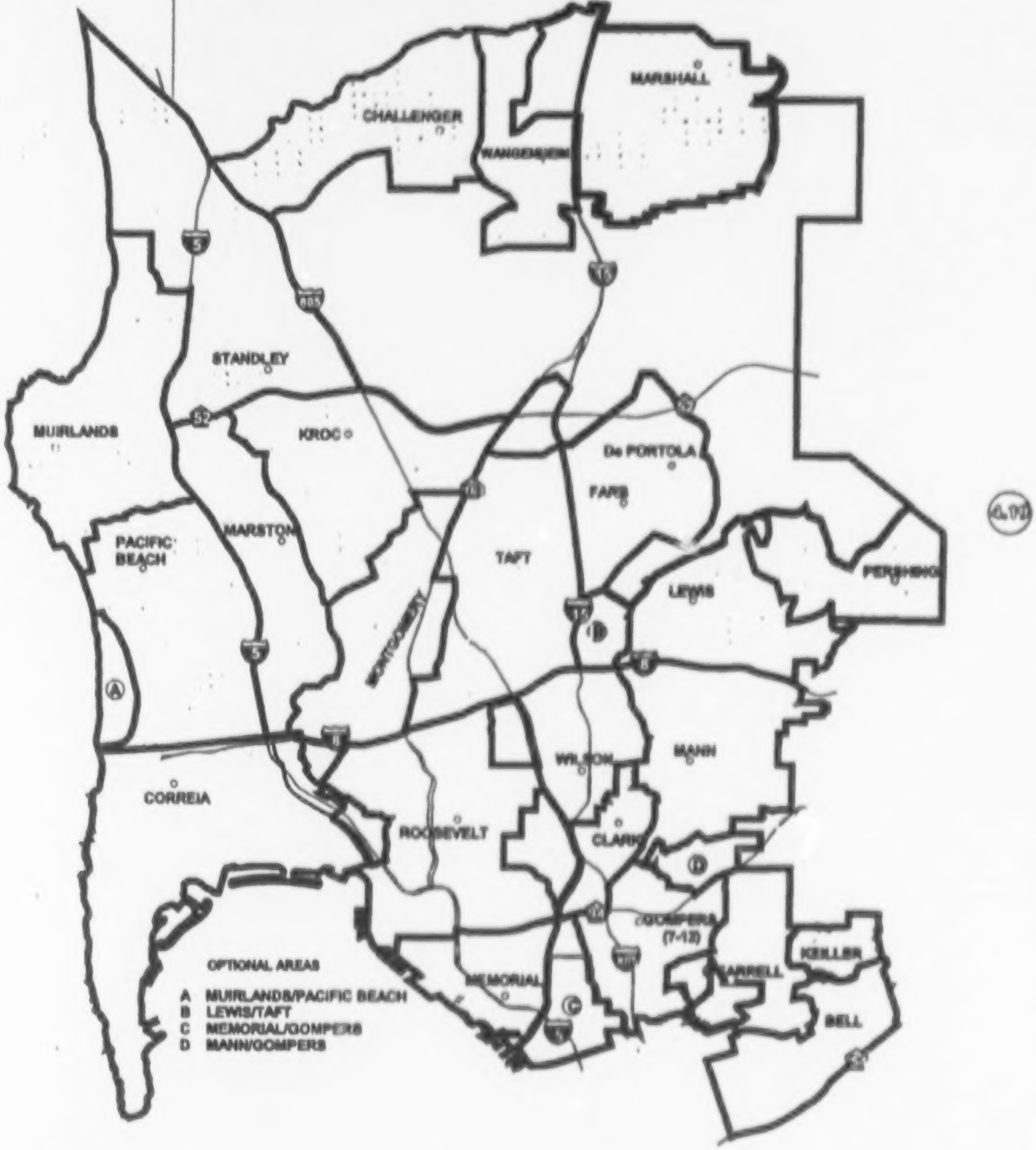
4.17

# Elementary School Boundary Attendance Areas

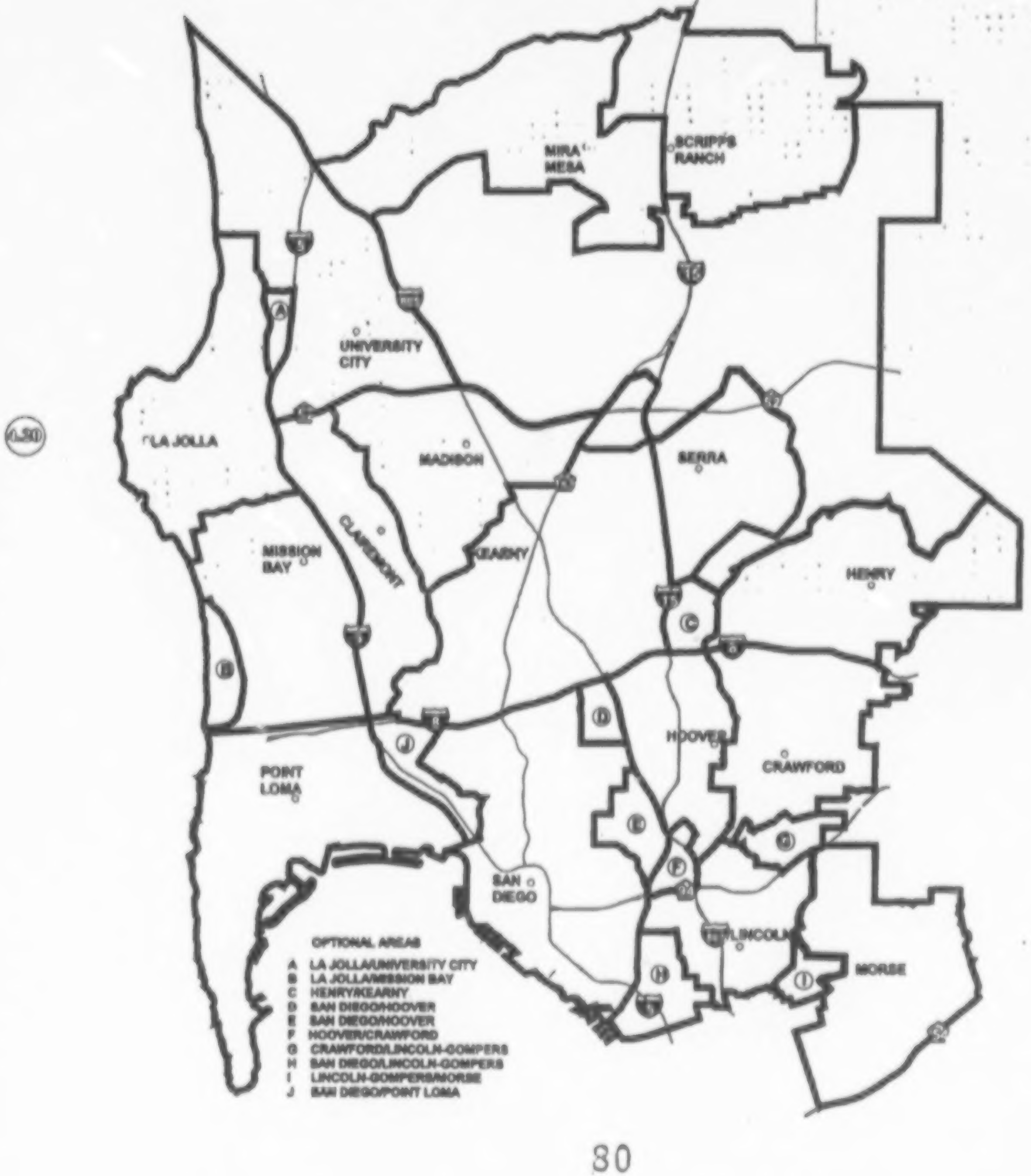

LA JOLLA
5
805
15
52
163
8
94
54
OPTIONAL AREAS
A TO MASON
B MASON/WALKER
C BIRD ROCK/LA JOLLA/PACIFIC BEACH/SESSIONS
D BIRD ROCK/CROWN POINT/ PACIFIC BEACH
E CARSON/FLETCHER
F JUAREZ/FOSTER
G CLAY/HARDY
H BUSED TO CARVER OR DARNALL
I HAMILTON/ROWAN
J GRANT/FLORENCE/ WASHINGTON
K KING/CHOLLAS-MEAD
L CLAY/TUBMAN

4.18

# Middle School Boundary Attendance Areas


MARSHALL
CHALLENGER
WANGENHEIM
5
805
15
STANDLEY
52
MUIRLANDS
KROC
De PORTOLA
FARB
PACIFIC BEACH
MARSTON
TAFT
LEWIS
PERSHING
15
B
8
5
A
MONTGOMERY
8
WILSON
MANN
CORREIA
ROOSEVELT
CLARK
D
94
GOMPERS (7-12)
805
KEILLER
FARRELL
MEMORIAL
C
5
BELL
OPTIONAL AREAS
A MUIRLANDS/PACIFIC BEACH
B LEWIS/TAFT
C MEMORIAL/GOMPERS
D MANN/GOMPERS
4.10

# High School Boundary Attendance Areas


MIRA MESA
SCRIPPS RANCH
UNIVERSITY CITY
LA JOLLA
MADISON
SERRA
CLAIREMONT
MISSION BAY
KEARNY
HENRY
HOOVER
CRAWFORD
POINT LOMA
SAN DIEGO
LINCOLN
MORSE
A
B
C
D
E
F
G
H
I
J
OPTIONAL AREAS
A LA JOLLA/UNIVERSITY CITY
B LA JOLLA/MISSION BAY
C HENRY/KEARNY
D SAN DIEGO/HOOVER
E SAN DIEGO/HOOVER
F HOOVER/CRAWFORD
G CRAWFORD/LINCOLN-GOMPERS
H SAN DIEGO/LINCOLN-GOMPERS
I LINCOLN-GOMPERS/MORSE
J SAN DIEGO/POINT LOMA

## ATYPICAL SCHOOLS

*ALBA Community Day School*
3760 4th Avenue
San Diego, 92103
293-8077; FAX 293-8116 (Storefront sites at several locations)

*Connections*
150 S. 49th Street (Lincoln High School)
San Diego, 92113
527-6221; FAX 527-6234

*Garfield High School (9-12)*
1255 16th Street
San Diego, 92101
282-7672; FAX 284-4209

*Mount Everest Academy*
4350 Mount Everest Boulevard
San Diego, 92117
(858) 496-8778; FAX (858) 496-8798

*Student Success/Charter School of San Diego*
2245 San Diego Avenue, Suite 127
San Diego, 92110
686-6666; FAX 299-6127 (Storefront sites at several locations)

*Twain*
*Main Campus (Junior/Senior High)*
6402 Linda Vista Road
San Diego, 92111
(858) 496-8260; FAX (858) 576-9514
*Junior High Campus*
4455 Ute Drive
San Diego, 92117
(858) 272-9003; FAX (858) 483-2737
*Beach Campus*
2475 Grand Avenue
San Diego, 92109
(858) 483-2800; FAX (858) 273-4138
*Eastern Campus*
5510 Trojan Avenue
San Diego, 92116
287-5723; FAX 229-0286
*Mesa Campus*
10444 Reagan Road
San Diego, 92126
(858) 566-4008; FAX (858) 530-2871

*Y.O.U. (Youth Opportunities Unlimited) Alternative Secondary School*
2716 Marcy Avenue
San Diego, 92113
525-7372; FAX 696-5127

## CHILD DEVELOPMENT CENTERS

*Bayview Terrace CDC*
2485 Felspar Street
San Diego, 92109
(858) 273-3933; FAX (858) 272-0314

*Brooklyn CDC*
3003 A Street
San Diego, 92102
525-7417; FAX 239-4635

*Burbank CDC*
2146 Julian Avenue
San Diego, 92113
525-7334; FAX 696-9070

*Carson CDC*
1705 Coolidge Avenue
San Diego, 92111
(858) 496-8065; FAX (858) 467-1962

*De Anza CDC*
6525 Estrella Avenue
San Diego 92120
583-0994; FAX 265-4536

*Dewey CDC*
3251 Rosecrans Street
San Diego, 92110
222-6808; FAX 523-6813

*Euclid CDC*
4141 Menlo Avenue
San Diego, 92105
284-5338; FAX 282-6879

*Field CDC*
4375 Bannock Avenue
San Diego, 92117
(858) 273-1820; FAX (858) 272-3070

*Fletcher CDC*
7666 Bobolink Way
San Diego, 92123
(858) 493-8306; FAX (858) 279-6148

*Florence CDC*
3914 First Avenue
San Diego, 92103
293-4445; FAX 297-7597

*Garfield CDC*
4460 Idaho Street
San Diego, 92116
283-5133; FAX 284-4209

*Hawthorne CDC*
4750 Lehrer Drive
San Diego, 92117
(858) 273-6181; FAX (858) 272-1135

*Jefferson CDC*
3770 Utah Street
San Diego, 92104
293-4414; FAX 297-7053

*Kennedy CDC*
4174 T Street
San Diego, 92113
262-7494; FAX 527-2579

*Los Altos CDC*
1201 Turquoise St.
San Diego, 92109
(858) 483-0111; FAX (858) 272-0995

*Mead CDC*
730 45th Street
San Diego, 92102
263-5800; FAX 527-2313

*Miller CDC*
4343 Shields Street
San Diego, 92124
(858) 496-8327; FAX (858) 467-1319

*Montezuma CDC*
4950 Curry Drive
San Diego, 92115
582-0690; FAX 287-6278

*Ocean Beach CDC*
4741 Santa Monica Avenue
San Diego, 92107
224-0040; FAX 224-0141

*Ross CDC*
7470 Bagdad Street
San Diego, 92111
(858) 493-8306; FAX (858) 279-6381

*Rowan CDC*
1757 Rowan Street
San Diego, 92105
262-6525; FAX 527-1694

*Salomon CDC*
1789 State Street
San Diego, 92101
696-8716 FAX; 696-9070

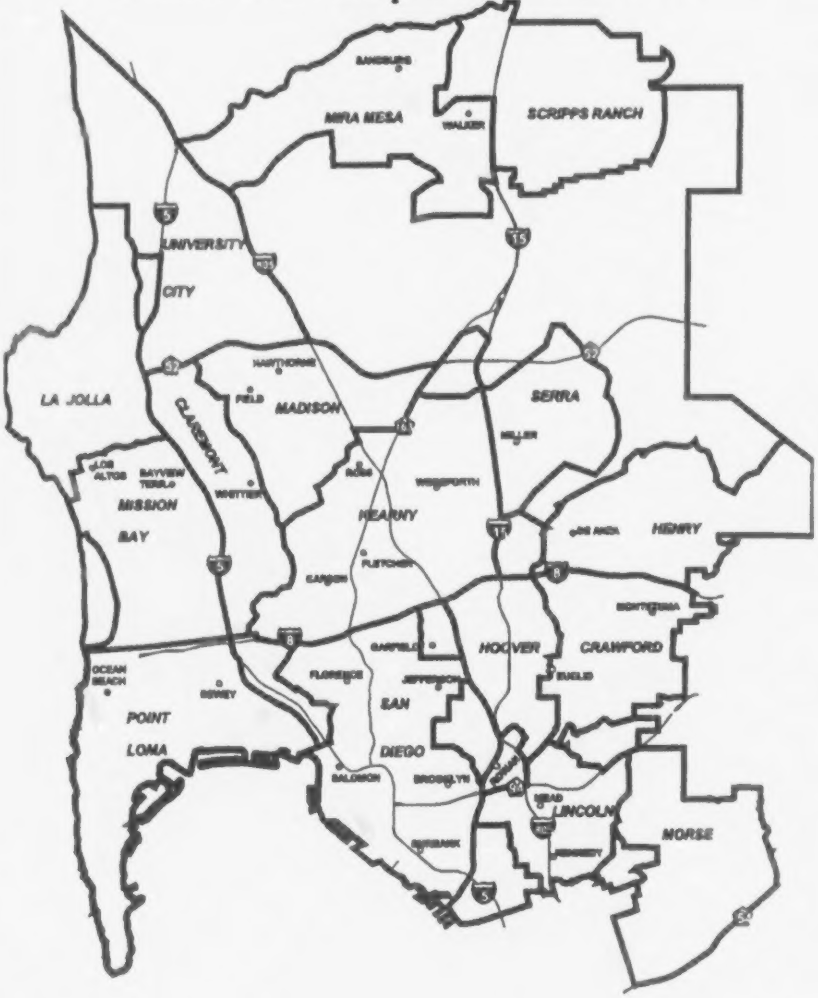
*Sandburg CDC*
11230 Avenida del Gato
San Diego, 92126
(858) 693-1631; FAX (858) 549-2312

*Walker CDC*
9245 Hillery Drive
San Diego, CA 92126
(858) 566-7370; FAX (858) 549-3245

*Wegeforth CDC*
3384 Glencolum Drive
San Diego, 92123
(858) 496-8270; FAX (858) 467-0569

*Whittier CDC*
3604 Waco Street
San Diego 92117
(858) 273 2021; FAX (858) 273-0239

## Child Development Centers


SANDBURG
MIRA MESA
WALKER
SCRIPPS RANCH
5
UNIVERSITY
805
CITY
15
52
HAWTHORNE
FIELD
MADISON
LA JOLLA
CLAIREMONT
SERRA
163
MILLER
ROSS
WEGEFORTH
LOS ALTOS
BAYVIEW TERR.
WHITTIER
MISSION
BAY
KEARNY
15
DE ANZA
HENRY
FLETCHER
CARSON
8
MONTEZUMA
GARFIELD
HOOVER
CRAWFORD
8
OCEAN BEACH
DEWEY
FLORENCE
JEFFERSON
EUCLID
SAN
POINT
LOMA
DIEGO
SALOMON
BROOKLYN
94
LINCOLN
805
MORSE
BURBANK
KENNEDY
5
54

4.23

## EDUCATIONAL SUPPORT FACILITIES

Cardinal Lane (Instructional Material Services)
2441 Cardinal Lane
San Diego, 92123
(858) 496-8122; FAX (858) 293-8674

Cleveland (Instructional Materials Evaluation Center)
6365 Lake Atlin Drive
San Diego, 92119
293-8022; FAX 668-2488

Dana Center
1775 Chatsworth Boulevard
San Diego, 92107
225-3501

Education Center (Central Office)
4100 Normal Street
San Diego, 92103
293-8414 (Communications Office)

Maintenance & Operations
4860 Ruffner Road
San Diego, 92111
(858) 627-7171; FAX (858) 279-3582

Mission Beach Center (Administration)
818 Santa Barbara Place
San Diego, 92109
(858) 539-5330; FAX (858) 539-5355

Pacific Beach Center (Administration)
4606 Ingraham Street
San Diego, 92109
(858) 490-8670; FAX (858) 274-6457

Revere Center (Administration)
6735 Gifford Way
San Diego, 92111
(858) 627-7320; FAX (858) 627-7361

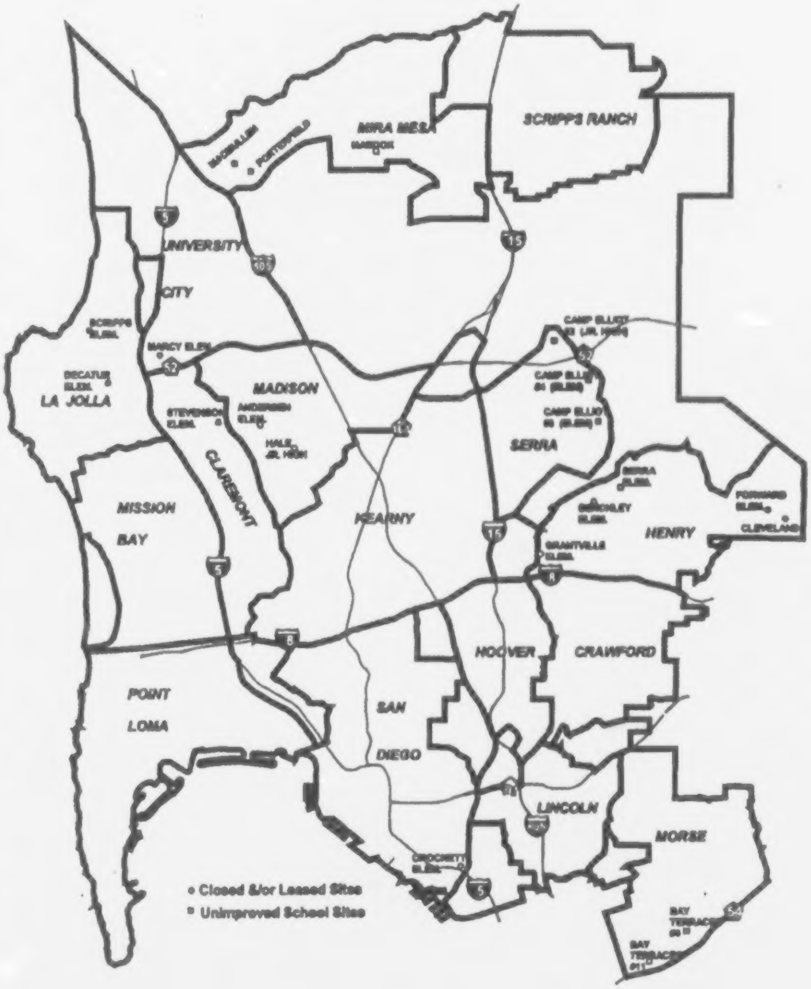
Pupil Transportation Services Center
4710 Cardin St.
San Diego, 92111
(858) 496-8475; FAX (858) 496-8705

### CLOSED AND/OR LEASED SCHOOLS AND SITES

- Andersen E.S.
- Benchley E.S.
- Crockett E.S.
- Decatur E.S.
- Forward E.S.
- Grantville E.S.
- Hale J.H.S.
- Marcy E.S.
- Scripps E.S.
- Stevenson E.S.

### UNIMPROVED SCHOOL SITES/ACREAGES

- Bay Terraces #6 Elementary (8.0 acres)
- Bay Terraces #11 Elementary (6.9 acres)
- Camp Elliott #3 Elementary (11.7 acres)
- Camp Elliott #4 Elementary (12.8 acres)
- Camp Elliott #2 Jr. High (58.6 acres)
- MacMullen Elementary (13.1 acres)
- Maddox Elementary (13.1 acres)
- Porterfield Jr. High (27.3 acres)
- Serra Elementary (.1 acre)


MIRA MESA
SCRIPPS RANCH
MACMULLEN
PORTERFIELD
MADDOX
5
UNIVERSITY
CITY
805
15
SCRIPPS ELEM.
MARCY ELEM.
52
DECATUR ELEM.
LA JOLLA
MADISON
STEVENSON ELEM.
ANDERSEN ELEM.
HALE JR. HIGH
CLAIREMONT
CAMP ELLIOTT #2 (JR. HIGH)
CAMP ELLIOTT #4 (ELEM)
CAMP ELLIOTT #3 (ELEM)
SERRA
163
SERRA ELEM.
BENCHLEY ELEM.
FORWARD ELEM.
CLEVELAND
HENRY
GRANTVILLE ELEM.
MISSION BAY
KEARNY
8
HOOVER
CRAWFORD
POINT LOMA
SAN DIEGO
LINCOLN
94
805
MORSE
CROCKETT ELEM.
54
BAY TERRACES #6
BAY TERRACES #11
• Closed &/or Leased Sites
▫ Unimproved School Sites

4.26

## SCHOOL SITE DATA

Each school was surveyed to determine the actual acreage of useable areas on site. These data were then compared with district criteria to identify areas where the criteria were not met. The results are shown on the tables below.

As portable classrooms are added to, or removed from school sites, these numbers will change. Adjusted net useable acreage does not include public street rights-of-way, easements, non-buildable areas such as steep slopes or child development centers. It does include adjacent areas that are owned by other agencies that are the subject of a joint-use agreement.

**CLAIREMONT HIGH SCHOOL ATTENDANCE AREA**

4.26

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Clairemont | 36.31 | **1.4** | **12.4** | - | 7% | **231** |
| Marston | 20.59 | 1.8 | 9.5 | - | 2% | 89 |
| Alcott | 9.49 | 1.4 | 3.6 | 0.2 | 13% | **23** |
| Bay Park | 4.59 | **0.6** | **1.8** | 0.3 | 30% | **0** |
| Cadman | 8.24 | **0.7** | 5.0 | 0.2 | 18% | **24** |
| Toler | 6.22 | **0.9** | 3.1 | 0.3 | 22% | **18** |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary.

### CRAWFORD HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Crawford | 26.91 | **1.1** | **6.2** | - | 11% | **478** |
| Mann | 15.24(1) | 2.5 | **3.7** | - | 10% | 172 |
| Carver | 8.91 | 1.1 | 3.2 | 0.3 | **50%** | **41** |
| Clay | 6.9 | **0.8** | 3.4 | 0.4 | **45%** | **39** |
| Darnall | 7.65 | 1.3 | **2.2** | 0.4 | **37%** | **33** |
| Euclid | 5.92 | **1.0** | **0.4** | 0.2 | **52%** | **58** |
| Hardy | 5.4 | **0.8** | 2.6 | 0.2 | **50%** | 39 |
| Jackson | 6.54 | **0.9** | **0.9** | **0.1** | **40%** | 110 |
| Language Acad. (K-8) | 6.43 | 2.4 | 2.5 | 0.2 | **62%** | **51** |
| Marshall | 6.6 | **1.0** | 2.4 | 0.3 | **65%** | **54** |
| Oak Park | 7.61 | 1.4 | **2.0** | 0.4 | **41%** | **38** |
| Rolando Park | 11.2 | 0.7 | 7.8 | 0.3 | 14% | **49** |
| Tubman Village | 4.25 | **0.3** | 2.1 | 0.1 | **63%** | **0** |

4.37

### HENRY HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Henry | 39.72 | **1.4** | **12.4** | - | 14% | **461** |
| Lewis | 22.92 | 2.4 | 11.7 | - | 18% | 122 |
| Pershing | 25.89 | 2.0 | 10.5 | - | 8% | 130 |
| Benchley/ Weinberger | 9.64 | **1.0** | **4.5** | **0.1** | **36%** | **45** |
| Dailard | 9.49 | 1.4 | 2.9 | 0.3 | 0 | 64 |
| Foster | 8.31 | 1.8 | 3.2 | 0.2 | **24%** | **34** |
| Gage | 11.68 | 2.1 | 4.9 | 0.2 | **33%** | 37 |
| Green | 8.84 | 1.2 | 3.2 | 0.2 | 0 | 48 |
| Hearst | 9.18 | **0.8** | 5.7 | 0.2 | 22% | **34** |
| Marvin | 8.86 | 1.8 | 4.1 | 0.2 | 5% | 47 |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary

## HOOVER HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Hoover | 24.91 | **2.1** | **6.2** | - | 18% | 537 |
| Clark | 13.00 | 2.1 | **2.1** | - | 14% | **81** |
| Wilson | 9.85(1) | 2.3 | **4.0** | - | 0 | **18** |
| Adams | 5.68 | **0.9** | 1.7 | **0.1** | **54%** | **31** |
| Central | 4.43 | 1.2 | **0.6** | 0.3 | **45%** | **52** |
| Edison | 3.32 | 1.3 | **0** | **0.1** | **59%** | **0** |
| Franklin | 4.04 | **0.7** | **1.4** | **0.1** | **43%** | **0** |
| Hamilton | 6.69 | 1.5 | **0.9** | 0.3 | **47%** | **23** |
| Rosa Parks | 12.66 | 1.5 | 6.1 | 0.4 | **47%** | **49** |
| Rowan | 6.56 | **0.9** | 2.9 | 0. 2 | **50%** | **23** |

## KEARNY HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-Rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Kearny | 34.28 | **1.3** | **7.4** | - | 2% | **290** |
| Montgomery | 12.75 | 1.8 | **4.4** | - | 0 | **55** |
| Taft | 16.32 | 1.7 | **6.8** | - | 0 | **46** |
| Angier | 7.4 | **0.9** | 4.2 | 0.2 | 17% | **13** |
| Carson | 6.74 | 1.5 | **1.8** | 0.2 | 6% | **40** |
| Chesterton | 8.83 | 1.4 | 3.2 | 0.4 | **36%** | **55** |
| Cubberley | 9.08 | 1.4 | 3.3 | 0.2 | **44%** | **32** |
| Fletcher | 7.77 | 1.2 | 2.3 | **0.1** | 22% | **69** |
| Jones | 9.25 | 1.4 | 4.3 | 0.2 | 29% | **74** |
| Juarez | 8.78 | 1.5 | 4.3 | 0.3 | 22% | **30** |
| Linda Vista | 5.77 | 1.6 | **2.0** | **0.04** | 0 | **79** |
| Linda Vista Annex | 4.26 | 1.7 | **0** | 0.3 | 0 | **41** |
| Muir Alternative | 7.74 | **0.8** | 4.2 | 0.2 | 17% . | **15** |
| Ross | 8.82 | **0.8** | 5.1 | 0.4 | 27% | **30** |
| Wegeforth | 8.03 | **.85** | 4.6 | 0.2 | 13% | **25** |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary

## LA JOLLA HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| La Jolla High | 14.37 | **0.9** | **5.3** | - | **27%** | **90** |
| Muirlands | 12.26 | 1.6 | **3.9** | - | 0 | 103 |
| Bird Rock | 4.68 | **0.8** | **2.0** | 0.2 | **45%** | **4** |
| La Jolla | 7.21 | 1.5 | 2.3 | 0.3 | **28%** | **21** |
| Torrey Pines | 8.06 | 1.1 | 3.2 | 0.2 | **58%** | **25** |

## LINCOLN/GOMPERS HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Lincoln (1) | 21.92 | **1.0** | **7.6** | - | 10% | 349 |
| Gompers | 27.97 | 2.1 | **9.1** | - | 25% | **151** |
| Chollas | 7.3 | **0.9** | 2.4 | **0** | **61%** | **37** |
| Horton | 7.7 | 1.8 | 1.1 | 0.2 | **66%** | 98 |
| Johnson | 8.23 | 1.3 | 4.2 | 0.2 | **46%** | 53 |
| Kennedy | 12.73 | 1.6 | 4.6 | **0.1** | **52%** | 50 |
| Knox | 7.22 | **0.7** | 2.5 | 0.3 | **64%** | 24 |
| Mead (1) | 2.44 | **0.6** | **0** | **0.1** | **65%** | 28 |
| Webster | 7.64 | **0.9** | 3.2 | 0.3 | **65%** | 34 |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary.

(1) School to be rebuilt by Proposition MM

## MADISON HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Madison | 47.38 | **1.9** | 18.9 | - | 24% | **258** |
| Kroc | 23.96 | 2.7 | 11.6 | - | 0 | 100 |
| Field | 8.22 | 1.8 | 3.5 | 0.2 | 13% | **47** |
| Hawthorne | 9.24 | 1.1 | 5.1 | 0.2 | **39%** | **31** |
| Holmes | 9.06 | **0.8** | 4.4 | 0.2 | **36%** | **25** |
| Lafayette | 12.35 | 1.4 | 6.0 | 0.4 | **38%** | **45** |
| Lindbergh/ Schweitzer | 17.15 | 2.6 | 4.9 | 0.7 | **44%** | 120 |
| Sequoia | 10.99 | **1.0** | 6.8 | 0.3 | **33%** | **24** |
| Whitman | 9.51 | 1.2 | 6.2 | 0.3 | 5% | **21** |

## MIRA MESA HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Mira Mesa | 48.57 | **1.2** | **13.1** | - | **38%** | **482** |
| Challenger | 15.74 | 1.8 | **4.0** | - | 19% | 94 |
| Wangenheim | 30.53 | 1.9 | 9.6 | - | 26% | 206 |
| Ericson | 15.49 | 3.2 | 5.6 | 0.4 | **44%** | 62 |
| Hickman | 9.38 | 1.7 | 3.2 | 0.2 | 28% | **46** |
| Mason | 9.74 | 1.4 | 3.1 | 0.3 | **43%** | **67** |
| Sandburg | 9.37 | 1.8 | 3.0 | 0.3 | **33%** | **67** |
| Walker | 10.74 | 1.4 | 3.5 | **0.1** | 29% | 74 |

* Bold indicates area does not meet district criteria (see Chapter 6).
** Portable classroom buildings are added and removed periodically. Numbers may vary.

## MISSION BAY HIGH SCHOOL ATTENDANCE AREA

| | .Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Mission Bay | 35.85 | 2.9 | **13.4** | - | 23% | 497 |
| Pacific Beach Middle | 13.48 | 2.5 | **5.9** | - | 0 | **46** |
| Bayview Terrace | 9.5 | **.8** | 5.1 | 0.2 | 17% | **36** |
| Crown Point | 6.08 | 1.6 | **1.8** | 0.3 | 0 | **15** |
| Longfellow (K-8) | 5.32 | .5 | **2.0** | **0.1** | **38%** | **0** |
| Pacific Beach Elem. | 6.39 | 1.9 | 2.3 | 0.3 | 6% | **0** |
| Sessions | 9.78 | **1.0** | 5.9 | 0.5 | 13% | 56 |

## MORSE HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Morse | 40.0 | **1.3** | **13.8** | - | 27% | 594 |
| Bell | 35.23 | 1.9 | 20.1 | - | 24% | 109 |
| Keiller | 10.10 | 2.7 | **3.7** | - | **70%** | 90 |
| O'Farrell | 27.32 | 1.9 | 15.5 | - | **25%** | 169 |
| SCPA (Gr. 6-12) | 37.19 | 1.7 | 10.7 | - | **35%** | 77 |
| Audubon | 9.15 | **0.9** | 4.4 | 0.3 | **33%** | 27 |
| Bethune | 9.00 | 1.6 | 3.4 | 0.2 | **25%** | 69 |
| Boone | 8.88 | **1.0** | 4.0 | 0.3 | **65%** | 56 |
| Encanto | 7.77 | 1.3 | **2.0** | **0.1** | 31% | 22 |
| Freese | 8.72 | 1.2 | 2.7 | 0.2 | **62%** | 61 |
| Fulton | 7.58 | 1.2 | 3.1 | 0.3 | **50%** | 63 |
| Lee | 8.26 | 1.2 | 3.3 | 0.2 | **35%** | 25 |
| Nye | 9.46 | 2.1 | **1.8** | 0.2 | **42%** | 54 |
| Paradise Hills | 5.88 | 1.1 | **1.5** | **0.1** | **33%** | 32 |
| Penn | 14.8 | 1.4 | 4.0 | 0.3 | **47%** | 75 |
| Perry | 6.66 | **0.8** | 2.3 | **0.1** | 30% | 52 |
| Valencia Park | 11.42 | 1.3 | 6.4 | 0.2 | **51%** | 42 |
| Zamorano | 13.5 | 2.8 | 4.0 | 0.3 | 32% | 131 |

(4.31)

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary

## POINT LOMA HIGH SCHOOL ATTENDANCE AREA

|  | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Point Loma | **16.7** | **1.8** | **3.9** | - | 16% | **147** |
| Correia | **15.7** | 1.9 | **5.7** | - | 19% | 170 |
| Dana | **10.7** | 1.5 | 2.6 | - | 0 | N/A |
| Barnard | **5.8** | 1.7 | 1.5 | 0.2 | **39%** | 49 |
| Cabrillo | **4.7** | **.76** | **1.3** | 0.2 | **44%** | **15** |
| Dewey | **5.8** | **1.0** | **1.2** | **0.1** | **33%** | **31** |
| Fremont | **2.9** | **0.8** | **0.8** | **0.1** | **62%** | **0** |
| Loma Portal | **5.5** | 1.5 | **0.6** | **0.1** | **50%** | **16** |
| Ocean Beach | **3.9** | 1.1 | **1.1** | 0.2 | 22% | **0** |
| Silver Gate | **5.4** | 1.3 | **0.9** | 0.2 | 12% | **17** |
| Sunset View | **6.0** | 1.4 | **1.5** | **0.1** | **46%** | 45 |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary.

**SAN DIEGO HIGH SCHOOL ATTENDANCE AREA**

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| San Diego | 18.7 | **2.2** | **5.8** | - | **9%** | 204 |
| Memorial | 14.04 | **1.3** | **4.7** | - | **18%** | 75 |
| Roosevelt | 15.97 | 2.1 | **6.1** | - | 16% | 0 |
| Baker | 6.1 | 1.2 | **1.1** | 0.2 | **59%** | 50 |
| Balboa | 7.37 | 1.2 | **1.5** | 0.2 | **40%** | 88 |
| Birney | 6.58 | **.9** | **1.5** | 0.2 | **59%** | 72 |
| Brooklyn | 4.02 | **.9** | **.5** | 0.2 | **57%** | 0 |
| Burbank (1) | 3.38 | **.85** | **0** | 0.2 | **52%** | 25 |
| Chavez | 7.9 | 1.8 | **1.7** | 0.2 | **36%** | 63 |
| Emerson/ Bandini | 11.39 | 2.8 | **2.1** | 0.3 | **41%** | 132 |
| Florence | 2.93 | 1.3 | **0** | 0.2 | 20% | 36 |
| Grant | 5.44 | **1.0** | **1.2** | 0.2 | **62%** | 16 |
| Garfield | 4.3 | **1.0** | **.8** | 0.2 | 32% | 30 |
| Jefferson | 2.6 | **.5** | **.5** | **0.1** | **31%** | 0 |
| Kimbrough | 6.4 | 1.8 | **.9** | 0.3 | **33%** | 63 |
| King | 7.17 | 1.1 | 2.4 | 0.3 | **52%** | 53 |
| Logan | 6.44 | 1.2 | **2.0** | 0.2 | **38%** | 74 |
| MacDowell | 10.13 | 1.4 | 4.6 | 0.3 | **39%** | 41 |
| McKinley | 6.30 | 1.3 | **2.1** | 0.4 | **58%** | 14 |
| North Park | 3.53 | .5 | **2.1** | **0.1** | **100%** | 0 |
| Perkins | 3.36 | **1.0** | **.56** | 0.2 | **39%** | 43 |
| Sherman | 6.17 | 1.1 | **1.3** | 0.2 | **38%** | 71 |
| Washington | 3.82 | .6 | **.7** | **0.1** | 25% | 57 |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary

(1) School to be rebuilt by Proposition MM.

**SCRIPPS RANCH HIGH SCHOOL ATTENDANCE AREA**

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder- garten Play Area Acreage | ** Percent Portable Class- rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Scripps Ranch | 30.89 | **2.0** | **9.4** | - | **39%** | 397 |
| Marshall | 10.0 | 1.7 | **2.4** | - | **32%** | 70 |
| Dingeman | 9.1 | 1.8 | 4.3 | **0.1** | **53%** | 77 |
| Hage | 9.31 | 1.7 | **2.1** | 0.2 | **50%** | 83 |
| Jerabek | 10.88 | 2.2 | 4.4 | 0.2 | **50%** | 62 |
| Miramar Ranch | 11.18 | 1.6 | 2.6 | **0.1** | **50%** | 52 |

**SERRA HIGH SCHOOL ATTENDANCE AREA**

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder- garten Play Area Acreage | ** Percent Portable Class- rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| Serra | **44.71** | 3.7 | **7.9** | - | 16% | 534 |
| DePortola | 32.0 | 2.5 | 10.9 | - | 27% | 113 |
| Farb | 9.7 | **1.3** | **3.6** | - | 29% | 71 |
| Hancock | 14.44 | 2.9 | 4.6 | 0.5 | 29% | 104 |
| Kumeyaay | 11.73 | 1.5 | 5.7 | 0.2 | **58%** | 80 |
| Miller | 15.07 | 2.5 | 5.6 | 0.4 | 12% | 125 |
| Tierrasanta | 9.97 | 1.4 | 3.4 | 0.3 | 12% | 63 |
| Vista Grande | 9.44 | 1.8 | 5.6. | **0.1** | 17% | 69 |

* Bold indicates area does not meet district criteria (see Chapter 6).

** Portable classroom buildings are added and removed periodically. Numbers may vary.

UNIVERSITY CITY HIGH SCHOOL ATTENDANCE AREA

| | Adjusted Net Useable Acreage | Paved Play Area Acreage | Field Area Acreage | Kinder-garten Play Area Acreage | ** Percent Portable Class-rooms | Total Parking Spaces |
|---|---|---|---|---|---|---|
| University City | 43.01 | 2.5 | 16.4 | - | **10%** | **376** |
| Standley | 24.41 | 2.1 | 11.4 | - | 2% | 92 |
| Curie | 10.44 | 1.3 | 4.5 | 0.3 | **44%** | 50 |
| Doyle | 9.7 | 1.6 | 3.7 | 0.4 | **23%** | 71 |
| Spreckels | 8.82 | 1.7 | 4.0 | 0.2 | **18%** | **49** |

* Bold indicates area does not meet district criteria (see Chapter 6).
** Portable classroom buildings are added and removed periodically. Numbers may vary.

## ENROLLMENT HISTORY

Enrollment in the district has been on a general upward path throughout its history, concurrent with residential development and population growth. Enrollment grew rapidly in the 1950s and 1960s, as San Diego's population increased and the "Baby Boom" generation entered school.

Although San Diego's population continued to grow in the 1970s and 1980s, the district's enrollment declined. Enrollment peaked at approximately 130,000 students in 1970 and then declined every year for several years, reaching a low of 111,000 students in 1982. This decline took place throughout the district and in almost every school. This phenomenon was not unique to San Diego City Schools; districts throughout California and the U.S. experienced similar demographic shifts as the overall population aged.

In the 1980s, enrollment began climbing again as a result of several situations. The "Baby-Boom Echo" generation advanced into its school-age years. The density in Mid-City neighborhoods changed, and an increasing number of immigrant and refugee families moved into San Diego.

In the 1960s and 1970s, many Mid-City neighborhoods experienced an increase in housing density as single-family homes were demolished and replaced with small (6-8 unit) apartment buildings. These complexes were initially largely occupied by single people or childless couples, who had little impact on school enrollments. In the early to mid-1980s, however, immigrant and refugee families began migrating to San Diego in larger numbers, initially settling into Mid-City and South San Diego. This influx of families with school-age children led to rapidly rising enrollments. Several Mid-City elementary schools doubled or tripled in size during the late 1980s and early 1990s, with increases at the middle and high school level occurring later. The recession, which struck San Diego at the same time, compounded the issue because of the high cost of housing. This resulted in the occupation of single family dwelling units by multiple and extended families.

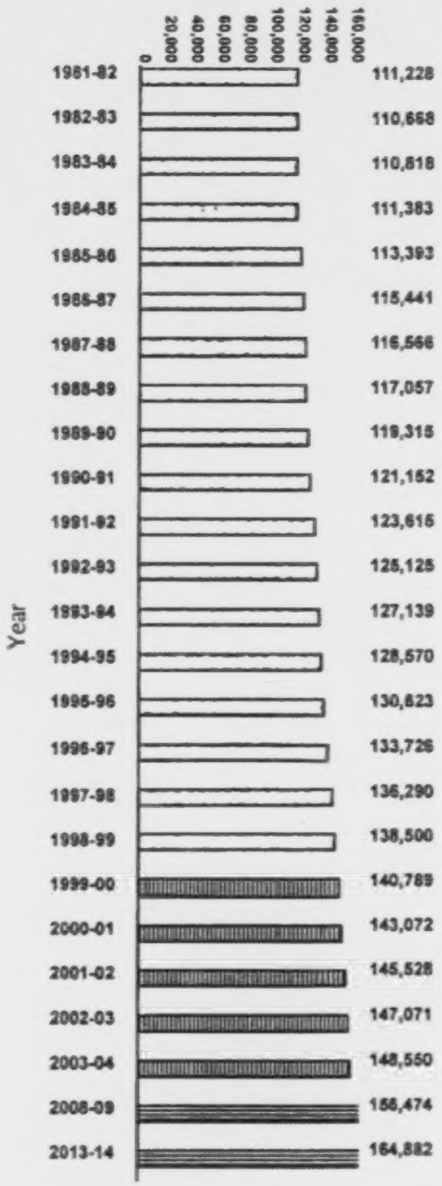
> *"Several Mid-City elementary schools doubled or tripled in size during the late 1980s...."*

8.1

Enrollment in the district in recent years has continued to grow, but at a reduced pace. Many areas are now experiencing very stable student populations. Growth in the Mid-City area, however, has continued. Growth has also occurred in the northern portion of the district because of new residential developments in Mira Mesa and Scripps Ranch.

The district's current enrollment, projected enrollment, and district enrollment trends since 1981 are presented in the graph to the right. This enrollment includes all K-12 students enrolled in regular schools with special programs. (8.2)

San Diego City Schools
Historical and Projected Enrollment



> *"In geographic terms, the most significant enrollment changes are expected in northeastern and western Mira Mesa and Miramar Ranch North, where new residential development is generating enrollment increases and will continue to do so for at least the next four to six years."*

## ENROLLMENT FORECASTS

### Methodology and Data Sources

The district uses a modified cohort/survival methodology to develop enrollment forecasts. Modifications from various data sources are necessary due to the large number of students (about 29% of district enrollment) that attend a school other than their "neighborhood" school (the school to which their home address is assigned), and new residential development in certain areas which is not included in the cohort history. Staff must analyze the interaction between the following four historic variables for each neighborhood school to develop the base enrollment forecast:

- Resident population (the total number of students eligible to attend a school based on grade level and residence)
- Resident attending population (that percentage of the resident population actually enrolled in their neighborhood school)
- Nonresident population (those students enrolled at a school who reside in another school's attendance area)
- Birth trends (which are the basis for future kindergarten enrollment)

The estimated student generation from any forecast new residential development is then added to the base school site forecast. (5.3)

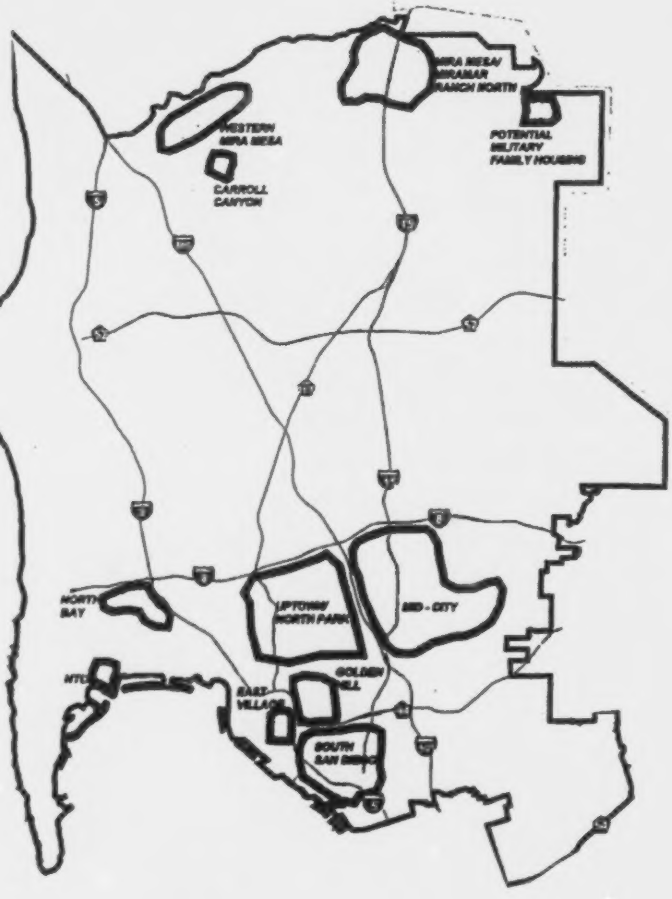
Students in special programs (special education, alternative education, magnet programs, etc.) comprise significant percentages (and sometimes the entire enrollment) of some schools' enrollments, and these populations must be addressed and analyzed separately. To facilitate this analysis, Facilities Planning Department staff meets annually with special program managers and the district controller to determine the changes in special programs expected for the upcoming school year.

In addition to the site-by-site enrollment forecast, a districtwide forecast by grade is also developed using a similar methodology. As with the individual school forecast methodology described above, this forecast also uses the cohort-survival technique. Changes in district-wide grade cohorts and the total district resident and nonresident population by grade are examined, and the impact of all known active residential developments within the district is added. Lagged birth data for the district is used to estimate kindergarten enrollment. It is the goal to reconcile the districtwide forecast with the sum of the site-by-site forecasts, using each as a check on the other.

### Areas of Future Significant Enrollment Change

In geographic terms, the most significant enrollment changes are expected in northeastern and western Mira Mesa and Miramar Ranch North, where new residential development is generating enrollment increases and will continue to do so for at least the next four to six years. Residential construction may also occur in the context of redevelopment of existing neighborhoods throughout the district, although this activity is much more difficult to predict in terms of timing and scope. The San Diego Association of Governments (SANDAG) is predicting significant increases in housing units as a result of redevelopment in Centre City East (East Village), North Bay, South San Diego, North Park, Golden Hill, and Mid-City. Residential redevelopment is also predicted in the Carroll Canyon mining area in south-central Mira Mesa, and additional military family housing is being tentatively proposed for the old Naval Training Center and the eastern portion of Marine Corps Air Station Miramar (MCAS).

The district's regular long-range enrollment forecast incorporates confirmed future residential development in the currently developing portion of the district, but not forecast redevelopment activity. The district has developed an alternate enrollment forecast that (84) incorporates the residential redevelopment activity from the SANDAG Series 8 land use/population forecast. District staff will continue to monitor development activity within its service area, and adjust its enrollment forecasts accordingly. If the residential redevelopment forecasted by SANDAG shows concrete indications of future development, staff will further review its enrollment forecasts and make the appropriate adjustments based on the alternate forecast results.



## Regular Enrollment Forecast

The district's enrollment forecast for the next 15 years is detailed beginning on the next page. For years one through five, forecasts for each school site are provided. The same level of detail is provided for year 10. For the 15-year forecast, results are aggregated into school type due to the greater unreliability of forecasting enrollments for small geographic areas many years in advance.

Enrollments at many existing schools will be affected by the opening of new schools included in the plan. This forecast effect and its approximate magnitude are noted for each affected existing school.

District staff updates the 1-10 year enrollment forecast annually as part of its responsibility for facilities planning, facilities allocation, staffing, and budget development. These updates will be incorporated in this section in future years. The 15-year forecast is developed solely for long-range planning purposes. It will also be updated on an annual basis.

This forecast represents the district's current best knowledge of future residential development, birth trends, and other economic and demographic factors that affect public school enrollment. District staff will continually monitor these factors and incorporate the results in updated forecasts. However, it is important to remember that enrollment forecasting is an inexact science, particularly over long spans of time. The 10- and 15-year forecasts should be used for general planning purposes only.

**School Enrollment Forecasts for 2003-04 and 2008-09, assuming the opening of 13 new elementary schools by 2008-09 and the reconstruction of Lincoln High School**

| Elementary Level | 1998-99 | 2003-04 | 2008-09 |
|---|---|---|---|
| **Adams** | 757 | 910 | **650** |
| Alcott | 563 | 579 | 620 |
| Angier | 439 | 439 | 461 |
| Audubon | 663 | 661 | 764 |
| **Baker** | 643 | 648 | **575** |
| **Balboa** | 809 | 863 | **799** |
| Barnard | 266 | 274 | 326 |
| Bay Park | 453 | 453 | 536 |
| Bayview Terrace | 452 | 358 | 361 |
| Benchley/Weinberger | 484 | 484 | 530 |
| Bethune | 640 | 610 | 606 |
| Bird Rock | 445 | 479 | 507 |
| **Birney** | 738 | 633 | **640** |
| **Boone** | 899 | 871 | **838** |
| **Brooklyn** | 857 | **540** | **550** |
| Burbank | 498 | 544 | 568 |
| **Cabrillo** | 304 | **340** | **349** |
| Cadman | 315 | 333 | 348 |
| Carson | 635 | 566 | 599 |
| **Carver** | 626 | **287** | **320** |
| **Central** | 1,149 | **750** | **800** |
| **Chavez** | 652 | 796 | **724** |
| Chesterton | 622 | 661 | 670 |
| Chollas | 756 | 762 | 797 |
| Clay | 460 | 485 | 496 |
| Crown Point | 282 | 284 | 294 |
| Cubberley | 349 | 434 | 444 |
| Curie | 556 | 553 | 550 |
| Dailard | 549 | 591 | 643 |
| **Darnall** | 512 | **407** | **436** |
| **Dewey** | 391 | **410** | **433** |
| **Dingeman** | 914 | **785** | **810** |
| Doyle | 754 | 802 | 824 |
| Edison | 826 | 903 | 650 |
| **Emerson/Bandini** | 1,309 | 1,392 | **1,255** |
| Encanto | 1,063 | 1,122 | 1,147 |
| **Ericson** | 1,021 | 973 | **953** |
| **Euclid** | 991 | **727** | **750** |
| Field | 391 | 419 | 442 |
| Fletcher | 307 | 330 | 344 |
| **Florence** | 265 | 289 | **269** |
| Foster | 569 | 567 | 541 |
| **Franklin** | 636 | 643 | **450** |
| **Freese** | 755 | 787 | **714** |
| Fremont | 249 | 266 | 286 |
| Fulton | 465 | 501 | 540 |
| Gage | 662 | 661 | 710 |
| **Garfield** |  | 521 | **456** |
| **Grant** | 577 | 585 | **509** |

(5.6)

It is assumed the elementary schools in the San Diego and Morse HS attendance areas have been reconfigured from K-6 to K-5 by 2008-09.

It is assumed that junior high schools in the San Diego and Morse HS attendance areas have been reconfigured from 7-9 to 6-8 by 2008-09. It is also assumed that Dana and Correia will both be functioning as grades 6-8 schools by 2008-09.

It is assumed that Morse and San Diego HS will be operating as full grades 9-12 schools by 2008-09.

Schools impacted by the opening of the new schools or grade reconfigurations are shown in bold type.

### School Enrollment Forecasts for 2003-04 and 2008-09, assuming the opening of 13 new elementary schools by 2008-09 and the reconstruction of Lincoln High School

| **Elementary Level** | **1998-99** | **2003-04** | **2008-09** |
|---|---|---|---|
| Green | 418 | 445 | 482 |
| **Hage** | 684 | 941 | **1,050** |
| **Hamilton** | 1,291 | 1,283 | **700** |
| Hancock | 911 | 938 | 989 |
| Hardy | 357 | 383 | 406 |
| Hawthorne | 482 | 486 | 503 |
| Hearst | 385 | 433 | 480 |
| **Hickman** | 837 | 858 | **795** |
| Holmes | 493 | 505 | 574 |
| Hoover 5th Grade | 376 | 0 | 0 |
| Horton | 800 | 869 | 922 |
| **Jackson** | 1,136 | **722** | **750** |
| Jefferson | 415 | 443 | 465 |
| **Jerabek** | 875 | **808** | **810** |
| Johnson | 528 | 546 | 589 |
| Jones | 426 | 420 | 442 |
| Juarez | 333 | 358 | 373 |
| **Kennedy** | 1,244 | 1,309 | **800** |
| **Kimbrough** | 1,122 | **841** | **860** |
| Kindergarten Academy | 76 | 80 | 100 |
| **King** | 908 | 854 | **510** |
| **Knox** | 832 | 888 | **550** |
| Kumeyaay | 536 | 572 | 589 |
| La Jolla | 566 | 585 | 589 |
| Lafayette | 665 | 672 | 701 |
| Language Academy | 600 | 848 | 1,000 |
| **Lee** | 690 | 729 | **628** |
| Linda Vista | 876 | 839 | 885 |
| Lindbergh/Schweitzer | 812 | 890 | 918 |
| **Logan** | 969 | 1,033 | **620** |
| **Loma Portal** | 409 | **381** | **412** |
| Longfellow | 574 | 658 | 800 |
| **MacDowell** | 382 | 614 | **0** |
| **Marshall** | 847 | **675** | **700** |
| Marvin | 431 | 451 | 500 |
| **Mason** | 884 | 1,110 | **939** |
| **McKinley** | 690 | 697 | **622** |
| Mead | 307 | 328 | 364 |
| Miller | 981 | 1,052 | 1,086 |
| **Miramar Ranch** | 737 | 772 | **810** |
| Museum School | 30 | 45 | 65 |
| **North Park** | 268 | 280 | **231** |
| Nubia | 296 | 471 | 520 |
| Nye | 708 | 715 | 757 |
| Oak Park | 747 | 781 | 819 |
| Ocean Beach | 527 | 532 | 564 |
| Pacific Beach | 367 | 377 | 389 |
| Paradise Hills | 450 | 565 | 505 |
| **Penn** | 907 | 861 | **759** |

㊲

**School Enrollment Forecasts for 2003-04 and 2008-09, assuming the opening of 13 new elementary schools by 2008-09 and the reconstruction of Lincoln High School**

| **Elementary Level** | **1998-99** | **2003-04** | **2008-09** |
|---|---|---|---|
| **Perkins** | 532 | 565 | **500** |
| **Perry** | 385 | 537 | **483** |
| Rolando Park | 386 | 408 | 434 |
| **Rosa Parks** | 1,423 | 1,671 | **800** |
| Ross | 422 | 422 | 441 |
| Rowan | 352 | 348 | 363 |
| **Sandburg** | 748 | 809 | **836** |
| Sequoia | 451 | 498 | 494 |
| Sessions | 449 | 512 | 523 |
| **Sherman** | 974 | 1,050 | **570** |
| Silver Gate | 535 | 567 | 568 |
| Spreckels | 704 | 738 | 743 |
| Sunset View | 453 | 454 | 466 |
| Tierrasanta | 614 | 652 | 663 |
| Toler | 353 | 386 | 392 |
| Torrey Pines | 380 | 406 | 429 |
| Tubman Village | 368 | 324 | 364 |
| Valencia Park | 710 | 718 | 733 |
| Vista Grande | 583 | 601 | 603 |
| Walker | 919 | 940 | 977 |
| **Washington** | 388 | 415 | **399** |
| Webster | 574 | 631 | 642 |
| Wegeforth | 308 | 334 | 348 |
| Whitman | 436 | 429 | 433 |
| **Zamorano** | 1,424 | 1,427 | **1,311** |
| | | | |
| *New Elementary Schools* | | | |
| *Brooklyn/Kimbrough* | | *670* | *700* |
| *Central Area* | | *650* | *700* |
| *Euclid Area* | | *500* | *700* |
| *Rosa Parks/Edison/Ham.* | | | *700* |
| *Jackson/Marshall* | | *650* | *700* |
| *Jerabek/MR/Dingeman* | | *615* | *700* |
| *King/Logan/Perkins* | | | *700* |
| *Sherman Area* | | | *700* |
| *Adams/Franklin* | | | *700* |
| *Kennedy/Knox* | | | *700* |
| *Mira Mesa Area* | | | *700* |
| *Unsited School* | | *360* | *450* |
| *Unsited School* | | | *700* |
| **TOTAL ELEMENTARY** | **75,574** | **80,508** | **82,170** |

It is assumed the elementary schools in the San Diego and Morse HS attendance areas have been reconfigured from K-6 to K-5 by 2008-09.

It is assumed that junior high schools in the San Diego and Morse HS attendance areas have been reconfigured from 7-9 to 6-8 by 2008-09. It is also assumed that Dana and Correia will both be functioning as grades 6-8 schools by 2008-09.

It is assumed that Morse and San Diego HS will be operating as full grades 9-12 schools by 2008-09.

Schools impacted by the opening of the new schools or grade reconfigurations are shown in bold type.

**School Enrollment Forecasts for 2003-04 and 2008-09, assuming the opening of 13 new elementary schools by 2008-09 and the reconstruction of Lincoln High School**

| **JR. HIGH/MIDDLE** | **1998-99** | **2003-04** | **2008-09** |
|---|---|---|---|
| **Bell** | 1,970 | 1,955 | **2,250** |
| Challenger | 1,272 | 1,233 | 1,278 |
| Clark | 1,411 | 1,580 | 1,608 |
| **Correia** | 1,022 | 1,146 | **800** |
| **Dana** | 426 | 543 | **800** |
| DePortola | 941 | 1,020 | 1,048 |
| Farb | 960 | 914 | 934 |
| Keiller | 660 | 639 | 730 |
| Kroc | 1,059 | 1,117 | 1,176 |
| Lewis | 907 | 927 | 973 |
| Mann | 1,326 | 1,501 | 1,533 |
| **Marshall** | 863 | 1,288 | **1,552** |
| Marston | 1,234 | 1,201 | 1,350 |
| **Memorial** | 1,258 | 1,372 | **1,527** |
| Montgomery | 804 | 860 | 873 |
| Muirlands | 992 | 1,039 | 1,136 |
| O'Farrell | 1,480 | 1,436 | 1,467 |
| Pacific Beach | 860 | 869 | 962 |
| Pershing | 967 | 982 | 1,027 |
| Riley | 106 | 100 | 100 |
| **Roosevelt** | 973 | 1,019 | **1,324** |
| Standley | 1,151 | 1,172 | 1,219 |
| Taft | 925 | 926 | 956 |
| Wangenheim | 1,446 | 1,544 | 1,665 |
| Wilson | 1,069 | 1,527 | 1,560 |
| **TOTAL JR. HIGH/MIDDLE** | **26,082** | **27,910** | **29,848** |

**School Enrollment Forecasts for 2003-04 and 2008-09, assuming the opening of 13 new elementary schools by 2008-09 and the reconstruction of Lincoln High School**

| **SENIOR HIGH** | **1998-99** | **2003-04** | **2008-09** |
|---|---|---|---|
| Clairemont | 1,298 | 1,408 | 1,391 |
| Crawford | 1,650 | 1,835 | 1,966 |
| Garfield (continuation) | 657 | 740 | 850 |
| Gompers (7-12) | 1,686 | 1,799 | 1,874 |
| Henry | 2,139 | 2,126 | 2,078 |
| Hoover | 1,914 | 2,118 | 2,126 |
| Kearny | 1,683 | 1,681 | 1,674 |
| La Jolla | 1,695 | 1,732 | 1,789 |
| **Lincoln** | 866 | 926 | **2,250** |
| Madison | 1,477 | 1,508 | 1,516 |
| Mira Mesa | 2,139 | 2,777 | 2,749 |
| Mission Bay | 1,561 | 1,549 | 1,555 |
| **Morse** | 2,781 | 2,916 | **2,950** |
| Muir (alternative) | 309 | 360 | 400 |
| Point Loma | 1,947 | 2,101 | 2,103 |
| SCPA (6-12) | 1,445 | 1,467 | 1,500 |
| **San Diego** | 1,829 | 1,886 | **2,250** |
| Scripps Ranch | 2,121 | 2,204 | 2,727 |
| Serra | 1,905 | 1,905 | 1,924 |
| University City | 1,681 | 1,728 | 1,789 |
| **SR. HIGH TOTAL** | **32,783** | **34,766** | **37,461** |
| | | | |
| | | | |
| **OTHER PROGRAMS TOTAL** | **4,061** | **5,194** | **6,994** |
| | | | |
| **GRAND TOTAL** | **138,500** | **148,378** | **156,474** |
| *Growth* | | *9,878* | *8,096* |

(8.10)

It is assumed that elementary schools in the San Diego and Morse HS attendance areas have been reconfigured from K-6 to K-5 by 2008-09.

It is assumed that junior high schools in the San Diego and Morse HS attendance areas have been reconfigured from 7-9 to 6-8 by 2008-09. It is also assumed that Dana and Correia will both be functioning as grades 6-8 schools by 2008-09.

It is assumed that Morse and San Diego HS will be operating as full grades 9-12 schools by 2008-09.

Schools impacted by the opening of the new schools or grade reconfigurations are shown in bold type.

NOTE: The forecasts are based on tentative assumptions regarding grade reconfigurations, location of new school sites and the drawing of hypothetical attendance areas, and are therefore subject to change.

## 15 Year Projection by High School Attendance Area

**Methodology**

1 Start with High School Attendance Area (HSAA) data and forecasts for 1998-99, 2003-04 and 2008-09.
2 Create an averaged rate of growth for each HSAA to project out to 2013-14, adjusted if necessary.
3 Disaggregate each HSAA's 20-13-14 total enrollment into K-5, 6-8 and 9-12 using 1998-99 proportions.
4 For "Other Programs," it is assumed that current rates of growth will continue over 15 years.

NOTE: This is simply a 15-year projection of current enrollment trends

| HIGH SCHOOL ATTENDANCE AREA | 1998-99 | 2003-04 | 2008-09 | | 2013-14 | K-5 | 6-8 | 9-12 |
|---|---|---|---|---|---|---|---|---|
| CLAIREMONT | 4,216 | 4,360 | 4,637 | | 4,863 | 1,942 | 1,423 | 1,497 |
| HENRY | 7,511 | 7,667 | 7,964 | | 8,201 | 3,819 | 2,046 | 2,335 |
| HOOVER/CRAWFORD | 20,610 | 22,068 | 22,081 | | 24,112 | 15,375 | 4,567 | 4,170 |
| KEARNY | 8,129 | 8,270 | 8,510 | | 8,707 | 5,052 | 1,852 | 1,803 |
| LA JOLLA | 4,078 | 4,241 | 4,450 | | 4,649 | 1,586 | 1,131 | 1,932 |
| LINCOLN | 7,593 | 8,058 | 9,488 | | 9,868 | 5,759 | 1,853 | 2,256 |
| MADISON | 6,266 | 6,524 | 6,757 | | 7,017 | 3,703 | 1,660 | 1,654 |
| MIRAMESA/SCRIPPS RANCH | 15,460 | 17,657 | 19,351 | | 20,319 | 10,014 | 4,706 | 5,599 |
| MISSION BAY | 3,971 | 3,949 | 4,084 | | 4,142 | 1,617 | 897 | 1,628 |
| MORSE | 16,650 | 17,050 | 17,182 | | 17,455 | 9,353 | 4,615 | 3,487 |
| PONT LOMA | 6,529 | 7,374 | 7,557 | | 8,140 | 3,907 | 1,805 | 2,427 |
| SAN DIEGO | 17,056 | 18,550 | 18,323 | | 19,013 | 13,113 | 3,093 | 2,827 |
| SERRA | 7,431 | 7,654 | 7,836 | | 8,047 | 3,925 | 2,059 | 2,063 |
| UNIVERSITY CITY | 4,846 | 4,993 | 5,125 | | 5,270 | 2,190 | 1,252 | 1,828 |
| TOTAL | 130,346 | 138,414 | 144,145 | | 149,803 | | | |
| OTHER PROGRAMS | 8,154 | 9,963 | 12,319 | | 15,079 | | | |
| GRAND TOTAL | 138,500 | 148,378 | 156,474 | | 164,882 | | | |

(5.10)

BEST COPY AVAILABLE

### Enrollment Forecast Based on SANDAG Data

The regular enrollment forecast includes known future housing in the developing portions of the district. It does not, however, include forecast new housing in redevelopment areas in the older, established parts of the city. The San Diego Association of Governments (SANDAG) predicts that this type of development will make up a significant percentage of new housing built in the city over the next 20 years. At this point, however, there are no firm plans for future housing in these areas on the scale (or the focus on families with children) predicted by SANDAG. If and when this development occurs, however, it will have a significant effect on enrollment and school-facilities demand in a section of the district that is already deficient in school facilities.

The regular enrollment forecast also does not include future residential development in vacant areas zoned for that purpose, if there are no reasonably concrete data available relative to the type of housing and the timing of its construction. This type of development is also forecast by SANDAG as part of its population/land use forecasting process.

As a reference tool to monitor these two types of potential development activities, the district has developed an alternate enrollment forecast that incorporates the SANDAG housing forecast. (5.12) This forecast uses the regular forecast as a baseline, and adds students to the areas that would be impacted by the new redevelopment housing and build-out of current vacant areas zoned for residential development. The amount, location and timing of new housing are based on the SANDAG Series 8 population/housing forecast, which is the most recent analysis available. The approximate districtwide student generation rate was used to forecast the student total, based on a lack of data regarding the type of housing that may be constructed.

This alternate forecast is aggregated to the cluster/high school attendance area level, due to the uncertainty of where, within a general planning area, the new housing may be built. It is also aggregated by school type, based on the percentage of total enrollment in each type as of the 1998-99 school year. The results of the forecast are detailed on the following page.

> *"the district has developed an alternate enrollment forecast that incorporates the SANDAG housing forecast."*

# SANDAG SERIES 8 HOUSING FORECASTS FOR GENERATION OF NEW STUDENTS

5.10

| CLUSTER | NEW UNITS 1990 to 2005 | ESTIMATED NEW STUDENTS (SGF = 0.33) | NEW UNITS 1990 to 2015 | ESTIMATED NEW STUDENTS (SGF = 0.33) | NEW ELEMENTARY SCHOOL STUDENTS 1990-2015 | NEW MIDDLE SCHOOL STUDENTS 1990-2015 | NEW HIGH SCHOOL STUDENTS 1990-2015 | NEW SPECIAL EDUCATION STUDENTS 1990-2015 |
|---|---|---|---|---|---|---|---|---|
| Clairemont | 200 | 66 | 300 | 99 | 50 | 22 | 23 | 4 |
| Crawford | 4,500 | 1,485 | 5,000 | 1,650 | 842 | 363 | 380 | 66 |
| Lincoln | 4,500 | 1,485 | 5,000 | 1,650 | 842 | 363 | 380 | 66 |
| Henry | 117 | 39 | 341 | 113 | 58 | 25 | 26 | 5 |
| Hoover | 4,300 | 1,419 | 4,700 | 1,551 | 791 | 341 | 357 | 62 |
| Kearny | 3,842 | 1,268 | 7,329 | 2,419 | 1,234 | 532 | 556 | 97 |
| La Jolla | 606 | 200 | 1,363 | 450 | 230 | 99 | 104 | 18 |
| Madison | 109 | 36 | 121 | 40 | 20 | 9 | 9 | 2 |
| Mira Mesa | 2,705 | 893 | 4,663 | 1,539 | 785 | 339 | 415 | 62 |
| Mission Bay | 418 | 138 | 258 | 85 | 43 | 19 | 20 | 3 |
| Morse | 1,222 | 403 | 2,352 | 776 | 396 | 171 | 178 | 31 |
| Point Loma | 651 | 215 | 1,415 | 467 | 238 | 103 | 107 | 19 |
| San Diego | 7,615 | 2,513 | 17,664 | 5,829 | 2,973 | 1,282 | 1,341 | 233 |
| Scripps Ranch | 656 | 216 | 823 | 272 | 138 | 60 | 74 | 11 |
| Serra | 963 | 318 | 963 | 318 | 152 | 70 | 73 | 13 |
| University City | 4,029 | 1,330 | 5,930 | 1,957 | 998 | 431 | 450 | 78 |
| Total | 36,433 | 12,024 | 58,222 | 19,215 | 9,800 | 4,229 | 4,493 | 770 |

| | | | |
|---|---|---|---|
| **FRPWC RECOMMENDED SCHOOL SIZE** | 700 | 1,500 | 2,000 |
| *NUMBER OF NEW SCHOOLS NEEDED | 13.8 | 2.8 | 2.1 |
| ** NUMBER OF NEW SCHOOLS NEEDED TO RELEIVE OVERCROWDING AND ACCOMMODATE REGULAR ENROLLMENT FORECAST | 22 | 2.3 | 1.4 |
| TOTAL POTENTIAL NEW SCHOOLS NEED | 35.8 | 5.1 | 3.5 |

SGF: STUDENT GENERATION FACTOR EQUALS .33 STUDENTS/DWELLING UNIT

* Some attendance areas will need only minor facility additions and are not included in the "new schools" total. These needs are over and above the district's projects needs as detailed in this Long-Range Facilities Master Plan

** Refer to Exhibit 6.30 for additional new school need data.

The information in this Long-Range Facilities Master Plan has been analyzed and prepared in order to provide an annual forecast for the first five years, a forecast at year 10 and a forecast at year 15. The data have been prepared and are presented here in the Implementation Plan in two phases. Phase 1 addresses the Level 1 needs as identified by the Facilities Review Public Working Committee and the anticipated increase in enrollment for the next five years. The funds to pay for these capital facilities improvements will come from Proposition MM, which was approved by 78.5% of voters in November 1998. Phase 2 addresses the remaining levels of need and the enrollment growth for the following 10 years. Phase II capital improvement projects will be implemented as funds become available.

This Implementation Plan consists of Facility Policies, District Standards, Priorities, Existing Facilities, New Facilities to Accommodate Growth, Statement of Probable Costs, Implementation Schedule and Funding Sources. It is the goal of the district to communicate clearly the facilities plan for the next 15 years. To do this, there must be a clear understanding of the policies and standards that guide the district in its decision-making process. District staff follow these policies and standards as they evaluate needs for existing facilities and new facilities to accommodate growth and overcrowding. After a clear and comprehensive plan has been established, costs are determined for each component. Due to the magnitude of the need, a schedule must be established that addresses the logistics of the planning, design and construction of all of the facilities needs. This schedule must take into consideration the funding sources, how much funding is attainable and when those funds will become available. The schedule must also consider how much work the district and its staff can manage and how much work the design and construction industry can manage without the district's incurring inflated costs due to market saturation and shortages in labor and materials.

# IMPLEMENTATION PLAN

## FACILITY GUIDELINES

District facility guidelines are established through an extensive planning process involving parents, teachers, principals, school administrators, community planning groups, local officials and other members of the general public. District staff assembles these policies and presents them to the Board of Education for adoption. Five new guidelines were recommended by the FRPWC in May 1998.

**These new guidelines are:**

- **School enrollment size**
- **Neighborhood schools**
- **Class-size reduction (CSR)**
- **Multi-track year-round education (MTYRE) (voluntary)**
- **Full-day kindergarten**

The following is a more detailed description of these new guidelines.

### School Enrollment Size

Limiting school sizes is one of the highest priorities for the district for the Long-Range Facilities Master Plan. The FRPWC reached consensus on the importance of limiting elementary school sizes based on the potential negative impacts on academic achievement attributable to larger schools. These impacts related primarily to the (6.2) tendency of younger children to be overwhelmed by larger schools. It was determined that elementary schools should not exceed an optimum enrollment of 700 students. The optimum enrollment of middle schools is to be 1,500 students and the optimum enrollment of high schools is to be 2,000 students.

### Neighborhood Schools

The district feels that a student should be able to attend a school in his or her neighborhood. The district assumes that parents and students will become more invested in a school that is closer to home, assuming that it is provided with all of the district standard facilities. The district feels this will have a positive impact on the students' educational environment and will help promote student achievement. Future school needs as outlined in the LRFMP assume that 50% of the current VEEP student population leaving their home neighborhoods will return to their neighborhood schools.

### Class-Size Reduction (CSR)

In 1995 the district initiated a CSR program. This program provided for a student/teacher ratio of 25:1 for grades 1-2. In 1996 the State initiated a state-wide CSR program. This program provided for a student/teacher ratio of twenty-to-one (20:1) for grades K-3. Since SDCS had already initiated this program before the state, the district supported it in 1996 and continues to support lower class sizes today. The district is also committed to expanding class-size reduction beyond kindergarten through grade 3 as state funds and facilities become available.

*"The LRFMP provides for the districtwide change in policy to full-day kindergarten beginning with the 1999-2000 school year."*

### Multi-Track Year-Round Education (MTYRE)

Multi-Track Year-Round Education means that schools are open for enrollment and education of students for the entire year instead of nine to 10 months. Summer vacations are eliminated in lieu of four shorter periodic vacations scheduled throughout the year. The district does not currently impose a districtwide MTYRE calendar. Schools may voluntarily choose to implement this program if they desire and the Board of Education approves. The district may also choose to utilize the MTYRE on a temporary basis to assist in addressing short-term changes to demographics and student enrollment on a school-by-school basis. The implementation of MTYRE allows 33% more students to attend a school per year without increasing the daily attendance at that school.

### Full-Day Kindergarten

There are two ways to approach kindergarten instruction: single-session and double-session. From the late 1980s through the 1998-1999 school year, most district kindergarten classes were on double session. This provides for one group of students in the morning and a different group of students in the afternoon, all utilizing the same facilities. The LRFMP provides for the districtwide change in policy to full-day kindergarten beginning with the 1999-2000 school year. This new policy provides for one session per day. Each session is longer, thus providing increased instructional time and greater educational opportunities for the student. Classroom facilities, equipment, supplies and the number of teachers have been increased to accommodate this change.

## EXISTING POLICIES

In addition to the new guidelines there are existing policies that affect both the housing of students in school facilities and school planning. These policies are explained here in more detail.

*"It is the vision of the district to provide educational facilities that are safe, healthy and aesthetically pleasing; to support optimal teaching and learning for all students; and to welcome parents and community."*

### Goals/Priorities, Planning, Vision

It is the vision of the district to provide educational facilities that are safe, healthy and aesthetically pleasing; to support optimal teaching and learning for all students; and to welcome parents and community.

### Standards/Equity

The Board of Education shall strive to provide equitable facilities throughout the district in accordance with optimum facilities standards.

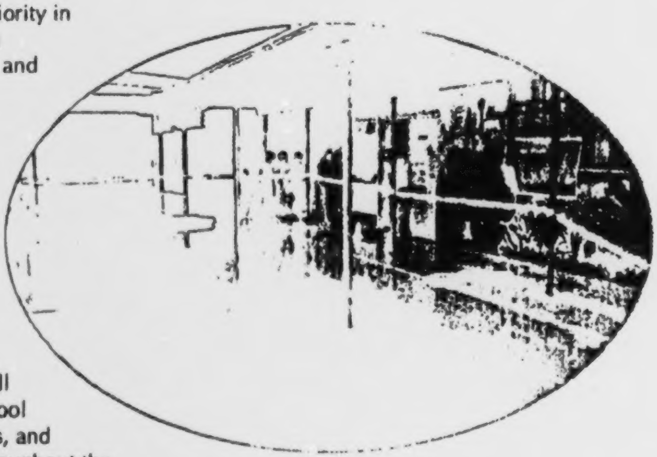
### Attendance

The district shall provide opportunities for students to attend schools within their residential neighborhoods, as well as to provide choices in educational settings outside their neighborhoods and support integration.

(64)

### Priority

Accommodating un-housed students is a clear priority in school facilities planning and expenditures, with attention to issues of student performance, safety and equity.



### Design

Educational facilities shall be provided that support innovative and unique educational programs, technological literacy and flexibility in student groupings.

### Community Involvement

Valid opportunities for effective involvement of all stakeholders (i.e., students, parents, teachers, school principals, business, city and county governments, and the surrounding community) will be provided throughout the facilities planning process and implementation.

### Joint Use

The Board of Education shall establish schools as focal points in the community and seek active planning, funding, and joint-site use agreements with city and county governments and other educational institutions so that schools are a community resource and scarce revenues are used effectively.

## Maintenance and Modernization

The district shall strive to maintain and modernize its buildings to emphasize the importance of education, to create an environment for student success and to protect the district's capital investment. The planning for and modernization of each school shall include but not be limited to deferred maintenance needs and the site layout, structures, playgrounds, utilities, technology, joint-use features, landscaping and maintainability.

## Revenues

The Board of Education and the superintendent shall create greater community understanding of and support for public education including the expansion of potential revenues for facilities.

## Long-Range Plan

Long-range facilities planning shall address enrollment growth and decline, maintenance requirements, code compliance, modernization needs, the use of surplus property, equity issues and facilities funding strategies.

## Annual Short-Range Adjustments

Procedures for determining school capacity shall be established. Annual reports will be made on the status of schools in relation to facilities standards. Recommendations for short-term changes to accommodate enrollment and program needs will be reported annually. Short-range solutions shall consider long-range strategies. (6.5)

It is the policy of San Diego City Schools that schoolwide needs for additional facilities should include integration needs.

## Building Accommodations

School sites may pay for the lease of portable classrooms from the district or a private vendor using program funds as appropriate as long as the effect is revenue-neutral, does not impact the ability of the district to house student growth, and enhances the academic achievement of students.

## Construction

The Board of Education, with the recommendation of the superintendent, shall purchase real property for school buildings, shall approve all building plans, and shall enter into contracts for the construction of school buildings that adequately meet the physical and educational needs of students.

It is the policy of the Board of Education to encourage a balance between initial construction costs of new facilities and long-term energy costs. To support the district's continued goal to reduce overall utility consumption and comply with the California Energy

Commission regulation for all new schools (Title 24, Part 2, Section 53, of the State Building Code), the Board of Education establishes the following policy:

- All new schools will be built with natural or mechanical ventilation that provides fresh air circulation only.
- Exceptions will be made for specified areas requiring air-conditioned space, such as performing arts, auditoriums, and TV studios at new secondary schools and on a case-by-case basis for other spaces and/or other kinds of facilities to address air quality and/or noise pollution.
- Where appropriate, other public agencies that may contribute to the need for air conditioning to mitigate reduced air quality and/or noise pollution will be contacted to assist in the costs associated with providing an air-conditioning system.
- Planning for new construction, adding permanent or relocatable facilities, or modifying existing facilities will include consideration of the building's energy efficiency, as delineated in Title 24, Part 2, Section 53, of the State Building Code, for natural, mechanical ventilation or air conditioning as determined during the planning process.

## Naming

The Board of Education shall consider all names recommended by the Committee on School Names and shall name all schools and facilities. (6.6) The following criteria for screening school and facility names have been adopted by the Board of Education. A facility is defined as a building, auditorium, athletic field, or other structure or purpose-designated area at a school or support services location owned and operated as part of the school district.

- Schools and facilities may be named for a location or for a person.
- In naming a school or facility after a person, primary consideration should be given to those individuals who have made a significant contribution to education in the community, state or nation. Documentation must accompany each suggested name.
- Recognizing that the ethnic and cultural composition of a local school community will change and that school and facility names are permanent, the name selected should have broad acceptance in a multicultural society.
- In the selection of a school or facility name, preference should be given to the names of persons who are deceased.
- If a school or facility is demolished, the name may be used again.

## Miscellaneous Facility Planning Criteria

In addition to the district policies for facility planning just described, the district considers other factors when planning its facilities. These factors include but are not limited to re-opening existing school facilities that are currently closed or leased and adjusting attendance boundaries for the schools.

*"There are currently 11 closed and/or leased sites in the district."*

### Closed and /or Leased Schools and Sites

There are currently 11 closed and/or leased sites in the district. As Phase 1 of this LRFMP is implemented, and as demographics change, the district will continue to evaluate these sites as a way to house the student population. The district policy is to provide for neighborhood schools and the utilization of existing facilities is a way that this can possibly be accomplished.

In accordance with the State Education Code, the district has established a committee to study, obtain community input and advise the Board of Education on matters relating to surplus school facilities and real property. This committee is called the Advisory Committee on Utilization of Excess School Property (ESP).

### Attendance Boundary Adjustments

As San Diego's demographics shift due to the aging of neighborhoods or changes in zoning density, the district may be required to make adjustments to school attendance boundaries. The district's planning staff continues to monitor student enrollment data along with data from SANDAG in order to plan for any required changes.

## DISTRICT STANDARDS

The district utilizes many different standards that affect the education and housing of its students. The district is currently in the process of updating its technical specifications for construction of schools and creating additional standards with respect to building and building system prototypes and educational specifications that will assist in the implementation of this LRFMP. District standards also include existing educational specifications for elementary and middle schools. High school educational specifications will be created at the time the next high school is designed. Educational specifications are kept on file at the facilities development and facilities planning departments. Other standards that can be obtained from the facilities maintenance or planning departments are the district's Deferred Maintenance Plan, state regulatory codes on building design, the district Technology Plan and the current construction technical specifications.

The district standards used to plan and design new facilities and the modernization of existing facilities are the 'School Planning Criteria.' These district standards for school facilities planning were established through an extensive planning process that included parents, teachers, principals, school administrators, community planning groups, local officials and other members of the general public.

These standards include:

(6.8)
- Building area per student
- Sizes of library/media centers
- Covered student dining
- Indoor assembly/performing arts spaces
- Number of permanent and portable classrooms
- Number of on-site parking spaces
- Number of students per acre

Standards vary by size and type of school. District staff assembled these standards as a baseline for evaluating each school site for the adequacy of its existing facilities and for the planning of new facilities. These standards listed in the following chart, "School Planning Criteria," were presented to, evaluated by and adopted by the Facilities Review Public Working Committee.

> *"The district standards used to plan and design new facilities and the modernization of existing facilities, are the 'School Planning Criteria.'"*

# SCHOOL PLANNING CRITERIA

| | Elementary 700 Enrollment | Middle 1,500 Enrollment | High School 2,000 Enrollment |
|---|---|---|---|
| 1. Building Area | 75 sq. ft. per student (4) | 87 sq. ft. per student | 100 sq. ft. per student |
| 2. Physical Education | | | |
| Hardcourt | 1.1 acres | 1.5 acres | 2.9 acres |
| Field Area | 2.3 acres | 7.8 acres | 16.2 acres |
| Kindergarten | .2 acres | | |
| 3. Classrooms | Number of classrooms based on district loading standards for each grade<br>Percent of portables same districtwide (30%) | | |
| 4. Library/Media Center | 3450 sq. ft. (1) | 9300 sq. ft. (2) | 9300 sq. ft. (2) |
| 5. Student Dining | | | |
| Indoor | 2625 sq. ft. | 4500 sq. ft. | 6750 sq. ft. |
| Outdoor Covered | 1750 sq. ft. (3) | 3000 sq. ft. (3) | 4500 sq. ft. (3) |
| 6. Indoor Assembly/ Perf. Arts | 4380 sq. ft. | 9000 sq. ft. | 13,500 sq. ft. |
| 7. Landscaping | Site-by-Site evaluation | | |
| 8. Parking - on-site | Two spaces per classroom plus visitors, police and handicapped, plus 100% of grade 12 enrollment | | |
| 9. Students per acre | 107 | 76 | 50 |

(6.0)

(1) DeJong criteria for 1,000 students. Assume 3.45 sq. ft. per student for other enrollments

(2) DeJong criteria for 1,500 students. Assume 6.2 sq. ft. per student for other enrollments

(3) Assumption for calculation: 15 sq. ft. per student (indoor), 10 sq. ft. per student (outdoor covered), two lunch periods with 50% of the students eating inside. Sum of the indoor and covered outdoor dining areas should serve 50% of the enrollment.

(4) In the process of developing educational specifications for the new elementary schools, additional square feet of building area may be needed to accommodate district programs (e.g. full-day kindergarten). Approximately 80 sq. ft. may be required.

## PRIORITIES

A high priority for San Diego City Schools is providing its students with the best education possible and the best facilities possible in order to provide that education.

### IMPACT ON TEACHING AND LEARNING

Teachers and students are impacted when schools are crumbling, classrooms do not have enough outlets to run computers, and there is limited access to libraries and science labs. The buildings and the classroom environments must support the instructional program. The following actions with potential significant impacts on teaching and learning have been identified as priorities:

- Provide class-size reduction for grades K-3 and above.
- Provide single-session kindergarten.
- Implement the district's Technology Plan for elementary and high schools.
- Provide adequate libraries to all schools.
- Provide science labs/classrooms to support district educational programs. 6.10
- Replace portable classrooms with permanent construction.
- Provide covered lunch shelters.
- Provide water to all portable and permanent classrooms at elementary schools.
- Provide adequate educational support spaces.
- Accommodate Child Development Centers.
- Provide training facilities to support teacher/staff development.
- Consolidate central educational support services.
- Provide facilities to accommodate alternative education programs.

> *"As its first priority. the FRPWC reviewed all the facility issues identified on existing school sites. This review included addressing the district's current $150-million-plus maintenance backlog as well as instructional needs and wants. Committee members insisted that this backlog be eliminated immediately...."*

### Facilities Review Public Working Committee (FRPWC)

San Diego City Schools has two areas of need: the repair and renovation of existing facilities and the construction of new facilities to accommodate growth and relieve current overcrowding. A plan for how the district will address these needs is identified in this report. In order to establish this implementation plan, the district had to assign priorities. Part of the responsibility of the Facilities Review Public Working Committee was to review the facilities priorities for existing schools.

- **RECOMMENDATIONS**

**Needs and Priorities**

As its first priority, the FRPWC reviewed all the facility issues identified on existing school sites. This review included addressing the district's current $150-million-plus maintenance backlog as well as instructional needs and wants. Committee members insisted that this backlog be eliminated immediately and that necessary resources be allocated to ensure that future repairs and infrastructure replacements (roofs, paving and electrical systems) are completed on a regular basis.

Once the maintenance backlog was addressed, the committee focused on priorities that upgraded existing facilities to newly established district standards. The committee evaluated priorities according to four levels of need:

**Level 1:** **Districtwide needs that conform to district standards:**
- Repair or replace deteriorating existing school facilities
- Provide technology infrastructure and computers
- Upgrade existing schools to district standards and address overcrowding

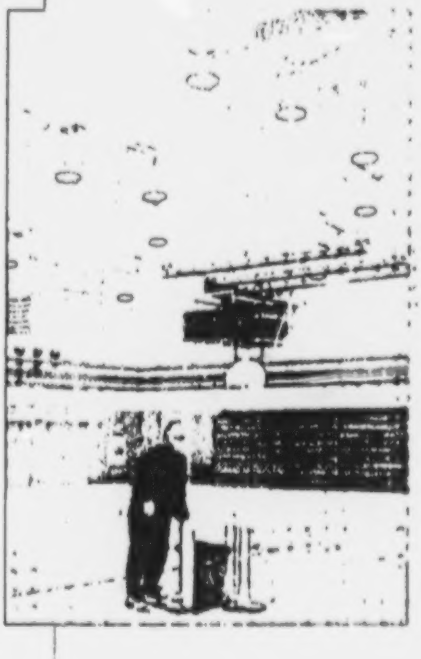
**Level 2:** **Needs that exceed district standards but have been identified by at least 40 schools as priorities:**
- Air conditioning
- Grass playfields

**Level 3:** **Needs that exceed district standards but have been identified by at least three schools as priorities:**
- Localized copy centers
- Swimming pools at high schools

**Level 4:** **Needs that exceed district standards and have been identified by only a single school as a priority:**
- Community theater
- Elementary School Art/Science Building

FRPWC members agreed that of the Level 1 needs, the repair, renovation and maintenance of existing school facilities should be given highest priority. The second-highest priority was identified as a need to upgrade existing schools to district standards, address overcrowding and provide for technology enhancements. This

> *"FRPWC members agreed that of the Level 1 needs, the repair, renovation and maintenance of existing school facilities should be given highest priority. The second-highest priority was identified as a need to upgrade existing schools to district standards, address overcrowding and provide for technology enhancements."*



included adding and expanding libraries, replacing excessive portable classrooms with permanent structures, constructing outdoor dining areas and renovating play areas.

The committee did not consider Level 3 and Level 4 needs to be priorities. As a result, it was recommended that these needs be noted in this LRFMP, but not included as priorities for implementation. Other criteria used to establish a priority list were smaller class sizes, multi-track year-round education, neighborhood schools, single-session kindergarten and school sizes relative to enrollment.

Using the recommendations of the FRPWC that Level 1 needs be given top priority, the district then separated these districtwide Level 1 needs into the following two categories for Phase 1 of this Long-Range Facilities Master Plan.

## CATEGORY 1

### Repairing Buildings and Housing Students

- Address major repair and replacement backlog
- Establish code compliance (playground safety, disabled access, climate control)
- Plan future major repair and replacement for existing schools
- Construct new schools for growth and to reduce overcrowding

## CATEGORY 2

### Projects to Improve Teaching and Learning

- Establish single-session kindergarten
- Install technology for elementary and high schools
- Build/expand libraries
- Provide new/upgraded science classrooms at middle and high schools
- Provide lunch court structures at all schools
- Replace portable classrooms with permanent buildings
- Provide water to all elementary school portable classrooms
- Provide additional building space to support instruction
- Complete specific projects at Edison Elementary school and Dana, Farb and Marshall middle schools.

Priorities for Phase 2 of this LRFMP will focus on growth and on addressing the Level 2, 3 and 4 needs. Because the backlog of major repairs and replacement to existing buildings will have already been addressed during Phase 1, primary focus can be placed on the construction of new facilities to accommodate growth, continuous maintenance of the district's facilities, and continuous implementation of educational programs to promote teaching and learning.

## EXISTING FACILITIES

### Phase 1 - Proposition MM

It was noted earlier in this report that the district contracted with a consultant and conducted community meetings to identify the needs at each existing school facility. HMC Architects and its consultants identified costs for each of these needs.

Each need was then identified as either a Level 1, Level 2, Level 3 or Level 4 need.

The preceding section identified the priorities of these Level 1 needs. The Level 1 needs at existing facilities are separated into two categories for Phase 1 of the LRFMP.

### Major Repair and Replacement Backlog

The deep recession of the early 1990's took its toll on the district's schools. Limited available dollars were spent on classroom instruction and funding for teachers, counselors and nurses, as well as books, supplies and teaching-related materials. As a result, tens of millions of dollars in repairs were deferred, and additional millions in needed renovations were postponed. The maintenance backlog increased from $49 million in 1988 to $150 million in 1998. In 1996 the Board of Education adopted a formula that incorporated the building square footage into the annual maintenance budget in order to increase funding as the amount of space to be maintained increases. However, no funding was allocated for the $150 million backlog.

The major repair and replacement backlog consists of such items as carpet and tile flooring, painting, lighting, plumbing, roofing, paving, erosion control, and heating and ventilation to name a few. Implementation of the LRFMP will eliminate the backlog and protect the district's assets for the future.

### Code Compliance/Upgrades

Codes continue to change. To ensure the health and safety of schoolchildren, the district must comply with state and federal health and safety regulations. Many existing facilities are currently in need of upgrades. These include improved handicapped accessibility to the sites, the removal or encapsulation of lead paint or asbestos, providing adequate toilet room fixtures and the upgrade of playground equipment. In fact, by the year 2000, the new state and federal standards for playground equipment will result in nearly all San Diego schools' being out of compliance. Phase 1 of the LRFMP provides for timely replacement of all non-compliant playground equipment.

### Full-Day Kindergarten

In order to accommodate the need for increased facilities due to shifting from double-session to single-session kindergarten instruction, approximately 220 additional classrooms will be required. These classrooms will either be permanent or portable construction depending on the site and its constraints.

> *"All elementary, secondary and typical schools will receive technology infrastructure...."*

### Technology

All elementary, secondary and typical schools will receive technology infrastructure except those middle/junior high schools that received technology upgrades through Proposition O and recently completed schools that were constructed originally with the district standard technology infrastructure.

This same districtwide technology infrastructure standard that will be implemented includes the following:

- Campuswide fiber optic data distribution system and all active networking equipment such as stackable hubs and routers
- Campuswide electrical power upgrade to accommodate the new technology including additional electrical outlets in each classroom
- Electronic security system to protect the new technology
- Six computer network jacks in each classroom, plus media and administrative data jacks throughout the campus
- Campuswide access to the Internet and districtwide area network
- Campuswide cable television distribution system including central video broadcasts from media center, educational programming from the County Office of Education, and remote broadcasting from anywhere on the school site
- Enough spare conduits and pathways to accommodate growth and future adaptations to newer technology

(b.14)

### Libraries

**Elementary Schools** - All elementary schools with less than 3.5 square feet per student or less that 2,000 square feet of total library area will receive new or expanded library facilities. This will affect 79 schools. Exceptions include MacDowell, which will be closing, and Mead and Burbank, which are to be completely rebuilt.

**Middle/Junior High Schools** - All middle/junior high schools with less than 6.0 square feet per student or less than 7,000 square feet of total library area will receive new or expanded library facilities. This will affect 15 schools.

**High Schools** - All high schools with less than 6.0 square feet per student will receive new or expanded library facilities. This will affect 10 schools, including Gompers and Twain.

> *"Sinks with drinking fountains will be installed in all elementary portable and permanent classrooms that do not presently have water."*

**Science Classrooms**

All secondary schools plus Twain, Muir and Y.O.U. will receive renovated or new science classrooms to accommodate the increased graduation requirements for science.

**Lunch Court Structures**

All elementary and secondary schools that presently do not have lunch court structures will receive structures with solid roofs. Substandard structures will be replaced.

**Portable Classrooms Replaced with Permanent Buildings**

All elementary schools where 55% of more of the classrooms are located in portable buildings will receive sufficient permanent classroom construction to reduce the percentage of classrooms in portable buildings to 35%. This action affects 13 schools and requires 104 permanent classrooms. Additional schools affected due to forecast growth or other special circumstances are the Language Academy, Keiller Middle School and La Jolla, Mira Mesa, Point Loma and Scripps Ranch High Schools (six schools/58 classrooms).

**Water for Elementary School Classrooms**

Sinks with drinking fountains will be installed in all elementary portable and permanent classrooms that do not presently have water. (1.18)

**Space for Instructional Support**

Elementary schools with a deficit of 1000-2000 sq. ft. when measured against the standard will receive the equivalent of one classroom of building area for those uses (74 schools). Elementary schools with a deficit greater than 2000 sq. ft. will receive the equivalent of two classrooms (10 schools). Twain, Muir and Y.O.U. would also receive the equivalent of one classroom each.

**Major Additions**

**Marshall Middle** - When this school was redesignated from an elementary to a middle school, the budget was inadequate to build a complete middle school. The community was advised by the district that the additional facilities would be provided as funds became available. This project will provide a multi-purpose gymnasium and expansion of the library/media center, administration offices and classrooms for art, music and exploratory programs.

**Dana** - Dana opened as a sixth-grade school in fall 1998. Expansion of the school to a full grades 6-8 middle school when it is needed to serve enrollments in the Point Loma area will include construction of a new multi-purpose building including a shower/locker facility and a kitchen. The project will also include interior modifications to the building areas that are not presently occupied by students.

> *"Every school in the district will be allotted a one-time fund of $100 per student..."*

**Farb** - This project will provide for construction of a permanent shower/locker facility.

**Edison** - The district has an agreement with the City of San Diego to jointly acquire and develop properties to expand Edison. The city has already acquired seven residential parcels. This project will include the following:

Acquisition of three remaining parcels
Relocation of residents
Demolition of structures
Vacation and demolition of Polk Street
Site improvements for joint-use turfed fields

**Site Discretionary Projects**

Every school in the district will be allotted a one-time fund of $100 per student to be used at the discretion of the site and governance team to accomplish projects on their priority list that are eligible for general obligation bond funds (i.e., construction and repairs, but not salaries, furniture, equipment, supplies, or materials). Sites will be responsible for any related increase in the district operating budget that would result from the projects they select.

(6.10)

Business Services Division
Facilities Planning Department

## PROP. MM BOND EXPENDITURES BY SCHOOL
## DECEMBER 15, 1998

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm. | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELEM | | | | | | | | | | | |
| Adams | ✓ | P D | ✓ | ✓ | ✓ | | | | | ✓ | |
| Alcott | ✓ | P D | | ✓ | ✓ | | | | | ✓ | |
| Angier | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Audubon | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Baker | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Balboa | ✓ | P D | | | | | | | ✓ | ✓ | |
| Barnard | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Bay Park | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Bayview Terrace | ✓ | P D | | ✓ | ✓ | | R | | | ✓ | |
| Benchley/ Weinberger | | | | | ✓ | | | | | ✓ | |
| Bethune | ✓ | P D | | ✓ | | | | | | ✓ | |
| Bird Rock | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Birney | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ (9) | | ✓ | |
| Boone | ✓ | P D | | ✓ | ✓ | | R | ✓ (12) | ✓ | ✓ | |
| Brooklyn | ✓ | P D | ✓ | ✓ | ✓ | | ✓ | | | ✓ | |
| Burbank | Remove & Rebuild Entire School | | | | | | | | | | |
| Cabrillo | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Cadman | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Carson | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Carver | ✓ | P D | | ✓ | ✓ | | R | | ✓ | ✓ | |
| Central | ✓ | P D | ✓ | ✓ | | | | | ✓ | ✓ | |
| Chavez | | | | | | | ✓ | | | | |
| Chesterton | ✓ | P D | | ✓ | | | ✓ | | | | |
| Chollas | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ (10) | ✓ | ✓ | |

(6.17)

**Business Services Division**
**Facilities Planning Department**

## PROP. MM BOND EXPENDITURES BY SCHOOL
## DECEMBER 15, 1998

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm. | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELEM | | | | | | | | | | | |
| Clay | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Crown Point | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Cubberley | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Curie | ✓ | P D | | ✓ | ✓ | | | | | ✓ | |
| Dailard | ✓ | P D | | ✓ | | | R | | | | |
| Darnall | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Dewey | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Dingeman | ✓ | | ✓ | | | | | | | ✓ | |
| Doyle | ✓ | P D | | ✓ | | | ✓ | | | | |
| Edison | ✓ | P D | ✓ | ✓ | ✓ | | | | ✓ | | ✓ |
| Emerson/ Bandini | ✓ | P D | | ✓ | | | ✓ | | ✓ | | |
| Encanto | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | | |
| Ericson | ✓ | P D | | ✓ | | | R | | | | |
| Euclid | ✓ | P D | ✓ | ✓ | ✓ | | | | ✓ | ✓ | |
| Field | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Fletcher | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Florence | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Foster | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Franklin | ✓ | P D | ✓ | ✓ | ✓ | | | | | ✓ | |
| Freese | ✓ | P D | | ✓ | ✓ | | R | ✓ (10) | ✓ | ✓ | |
| Fremont | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ (4) | | ✓ | |
| Fulton | ✓ | P D | | ✓ | ✓ | | R | ✓ (4) | ✓ | ✓ | |
| Gage | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Garfield | | | | | | | | | | | |

(6.10)

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm. | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELEM | | | | | | | | | | | |
| Grant | ✓ | P D | | ✓ | | | ✓ | ✓ (7) | | ✓ | |
| Green | ✓ | P D | | ✓ | | | ✓ | | | | |
| Hage | ✓ | P D | ✓ | ✓ | | | | | | ✓ | |
| Hamilton | ✓ | P D | ✓ | | ✓ | | | | | | |
| Hancock | ✓ | P D | | ✓ | | | ✓ | | | | |
| Hardy | ✓ | P D | | ✓ | ✓ | | R | | | ✓ | |
| Hawthorne | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Hearst | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Hickman | ✓ | P D | | ✓ | | | ✓ | | | | |
| Holmes | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Horton | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ (13) | ✓ | ✓ | |
| Jackson | ✓ | P D | ✓ | ✓ | ✓ | | R | | ✓ | ✓ | |
| Jefferson | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Jerabek | ✓ | P D | ✓ | ✓ | | | ✓ | | | | |
| Johnson | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Jones | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Juarez | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Kennedy | ✓ | P D | ✓ | ✓ | ✓ | | R | | ✓ | ✓ | |
| Kimbrough | | | ✓ | | | | | | | | |
| King | ✓ | P D | ✓ | ✓ | ✓ | | R | | | ✓ | |
| Knox | ✓ | P D | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | |
| Kumeyaay | ✓ | P D | | ✓ | | | | | | ✓ | |
| La Jolla | ✓ | P D | | ✓ | ✓ | | R | | | ✓ | |
| Lafayette | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |

[illegible]

* All schools will be evaluated for compliance with climate control requirements

**This school and its community will benefit from the construction of an additional school

P = Playground equipment D = Disabled access R = Replace existing cover

( ) number of classrooms

Business Services Division
Facilities Planning Department

## PROP. MM BOND EXPENDITURES BY SCHOOL
## DECEMBER 15, 1998

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm. | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELEM | | | | | | | | | | | |
| Language Academy | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ (8) | | ✓ | |
| Lee | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Linda Vista | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Lindbergh/ Schweitzer | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | | |
| Logan | ✓ | P D | | ✓ | ✓ | | | ✓ | | | |
| Loma Portal | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Longfellow | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| MacDowell | ✓ | P D | | ✓ | | | ✓ | | | ✓ | |
| Marshall | ✓ | P D | ✓ | ✓ | ✓ | | ✓ | ✓ (6) | ✓ | | |
| Marvin | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| Mason | ✓ | P D | ✓ | ✓ | | | ✓ | ✓ | ✓ | | |
| McKinley | ✓ | P D | | ✓ | | | ✓ | ✓ (7) | | ✓ | |
| Mead | Remove and Rebuild Entire School | | | | | | | | | | |
| Miller | ✓ | P D | ✓ | ✓ | | | R | | | | |
| Miramar Ranch | | D | | | | | ✓ | | | | |
| North Park | ✓ | P D | | ✓ | | | | | | | |
| Nye | ✓ | P D | | ✓ | | | | | | | |
| Oak Park | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | | |
| Ocean Beach | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Pacific Beach | ✓ | P D | | ✓ | | | ✓ | | ✓ | ✓ | |
| Paradise Hills | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Penn | ✓ | P D | | ✓ | ✓ | | ✓ | | | | |
| Perkins | ✓ | P D | ✓ | ✓ | ✓ | | | | | ✓ | |
| Perry | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |

(6.20)

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm. | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| ELEM | | | | | | | | | | | |
| Rolando Park | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Rosa Parks | | | ✓ | | | | | | | | |
| Ross | ✓ | P D | | ✓ | ✓ | | ✓ | | | | |
| Rowan | ✓ | P D | | ✓ | ✓ | | R | | | ✓ | |
| Sanburg | ✓ | P D | | ✓ | | | ✓ | | | | |
| Sequoia | ✓ | P D | | ✓ | ✓ | | ✓ | | ✓ | | |
| Sessions | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Sherman | ✓ | P D | ✓ | ✓ | ✓ | | | | ✓ | ✓ | |
| Silver Gate | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Spreckels | ✓ | P D | | ✓ | | | R | | | | |
| Sunset View | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Tierrasanta | ✓ | P D | | ✓ | | | ✓ | | | | |
| Toler | ✓ | P D | | ✓ | ✓ | | R | | | ✓ | |
| Torrey Pines | ✓ | P D | | ✓ | ✓ | | R | ✓ (4) | | ✓ | |
| Tubman Village | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Valencia Park | ✓ | P D | | ✓ | | | R | ✓ (7) | ✓ | ✓ | |
| Vista Grande | ✓ | P D | | ✓ | | | R | | | | |
| Walker | ✓ | P D | | ✓ | | | | | ✓ | | |
| Washington | ✓ | P D | | ✓ | ✓ | | | | | | |
| Webster | ✓ | P D | | ✓ | ✓ | | ✓ | ✓ (9) | ✓ | ✓ | |
| Wegeforth | ✓ | P D | | ✓ | ✓ | | ✓ | | | ✓ | |
| Whitman | ✓ | P D | | ✓ | ✓ | | | | | ✓ | |
| Zamorano | ✓ | P D | | ✓ | | | | | | | |

* All schools will be evaluated for compliance with climate control requirements

**This school and its community will benefit from the construction of an additional school

P = Playground equipment D = Disabled access R = Replace existing cover

( ) number of classrooms

**Business Services Division**
**Facilities Planning Department**

## PROP. MM BOND EXPENDITURES BY SCHOOL
## DECEMBER 15, 1998

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm.✓ | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| MIDDLE/JR HI | | | | | | | | | | | |
| Bell | ✓ | | | | ✓ | ✓ | R | | | | |
| Challenger | ✓ | | | | | ✓ | | | | | |
| Clark | | | | | | ✓ | | | | | |
| Correia | ✓ | ✓ | | | ✓ | ✓ | R | | | | |
| Dana | ✓ | ✓ | | ✓ | | | ✓ | | | | ✓ |
| De Portola | ✓ | ✓ | | | | ✓ | | | | | |
| Farb | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | ✓ |
| Keiller | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ (10) | | | |
| Kroc | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Lewis | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Mann | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Marshall Middle | | | | | | | | | | | ✓ |
| Marston | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Memorial | ✓ | ✓ | | | | ✓ | R | | | | |
| Montgomery | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Muirlands | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| O'Farrell | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Pacific Beach | ✓ | | | | | ✓ | ✓ | | | | |
| Pershing | ✓ | ✓ | | | ✓ | ✓ | | | | | |
| Roosevelt | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | | |
| Standley | ✓ | ✓ | | | | ✓ | ✓ | | | | |
| Taft | ✓ | ✓ | | | ✓ | ✓ | | | | | |
| Wangenheim | ✓ | ✓ | | | | ✓ | R | | | | |
| Wilson | ✓ | ✓ | | | ✓ | ✓ | | | | | |

| Site | Major Repairs | Code Compl * | Add'l School ** | Tech | Library | Science Clsrms | Lunch Cover | Replace Portables w/Perm. | Water in Elem. Clsrms | Inst. Support | Major Additions |
|---|---|---|---|---|---|---|---|---|---|---|---|
| HIGH SCHL | | | | | | | | | | | |
| Clairemont | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | ✓ | | | |
| Crawford | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | | | | |
| Henry | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | | | | |
| Hoover | ✓ | P D | | ✓ | | ✓ | ✓ | | | | |
| Kearny | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | | | | |
| La Jolla | ✓ | P D | | ✓ | | ✓ | ✓ | ✓ (10) | | | |
| Lincoln | Will Be Rebuilt and Expanded | | | | | | | | | | |
| Madison | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | | | | |
| Mira Mesa | ✓ | P D | | ✓ | | ✓ | ✓ | ✓ (10) | | | |
| Mission Bay | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | | | | |
| Morse | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | | | | |
| Point Loma | ✓ | P D | | ✓ | ✓ | ✓ | ✓ | ✓ (10) | | | |
| San Diego | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓(≤30) | | | |
| Scripps Ranch | ✓ | ✓ | | ✓ | | ✓ | | ✓ (10) | | | |
| Serra | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | |
| University City | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | |
| ATYPICAL | | | | | | | | | | | |
| Garfield Alt | | | | | | | | | | | |
| Gompers Secondary | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | |
| Muir | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | |
| Riley | ✓ | ✓ | | | | | ✓ | | | | |
| S.D. SCPA | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | |
| Twain | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | |
| Y.O.U. | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | |

* All schools will be evaluated for compliance with climate control requirements

**This school and its community will benefit from the construction of an additional school

P = Playground equipment D = Disabled access R = Replace existing cover

( ) number of classrooms

## Phase 2

Phase 2 of this Long-Range Facilities Master Plan includes Level 2, Level 3 and Level 4 needs. Level 2 needs exceed district standards but have been identified by at least 40 school sites as priorities. These needs include air conditioning and turf fields. Level 3 needs exceed district standards but have been identified by at least three school sites as priorities. These needs include localized copy centers and swimming pools at high schools. Level 4 needs also exceed district standards and have been identified by pnly one school as a priority. These needs are a community theater and an elementary school art/science building.

These needs will be considered after Phase 1 has been fully implemented and additional funds become available.

# NEW FACILITIES TO ACCOMMODATE GROWTH AND RELIEVE OVERCROWDING

## Phase 1

The Facilities Review Public Working Committee was presented with 48 Long-Range Facilities Master Plan alternatives composed of various combinations of the aforementioned policy options. All of the options were considered to have student achievement-related implications, as well as significant operating and maintenance costs.

Through a series of meetings that included presentations, discussions and exercises, the FRPWC was able to narrow the number of planning options to two. Both options support the following actions:

- Increase funding to improve the standard for the ongoing maintenance of both existing and new facilities, including increases to custodial and landscaping services;
- Eliminate the deferral of major repair and replacement projects and ensure future major repair and replacement projects are funded on an ongoing and timely basis to preserve the district's capital assets;

- Upgrade existing school buildings and classrooms to district standards and address overcrowding by acquiring additional land and constructing new facilities where needed; ⑥.25
- Accommodate projected increases in student population and provide the additional schools needed for the next 15 years;
- Provide sufficient classroom and support space to allow for single-session kindergarten at all elementary schools;
- Provide in neighborhood school areas that currently have significant participation in the VEEP program additional classroom and support facilities (the Committee considered estimates provided by staff that approximately 50 percent of VEEP students will return to their neighborhood school when facilities are upgraded);
- Accommodate class size reduction beyond the K-3 grades;
- Meet existing and future code requirements, e.g., Americans with Disabilities Act, new playground equipment standards, etc.;
- Accommodate grade reconfiguration to grades K-5, 6-8, 9-12 in the Morse and San Diego High School attendance areas;

*"a total of 14 new elementary schools, one new middle school and one new high school will be needed. Funding has been identified for 13 of these new elementary schools."*

- Use multi-track year-round scheduling only as a temporary management tool to maintain school-size limits at the choice of parents and the community; and
- Pursue joint-use agreements as appropriate to maximize the use of and share the cost of facilities (e.g., playgrounds, turf fields, libraries, nursing/counseling programs, etc.).

Additionally, both options support smaller school enrollments. In each case the committee recommended maximum elementary school enrollments of 700 students (except at schools where permanent classroom space exists for more than 700 students). Committee members, however, were undecided which option to pursue regarding setting limits on the size of middle and senior high schools. Members, therefore, asked district staff to develop a draft plan based on both options.

**Option one** (subsequently selected for this LRFMP) limits the enrollment of new middle schools to 1,500 students and new senior high schools to 2,000 students. No concentrated effort will be made to reduce the size of existing schools.

**Option two** would have set a limit on enrollments at existing and new middle and senior high schools of 1,200 and 1,800 students respectively. This would have applied districtwide except where permanent facilities already exist that could support a higher (1.20) capacity.

We learned in the Enrollment Forecasts section of this Long-Range Facilities Master Plan that by the year 2004 the number of unhoused students will increase by 9,749 in elementary schools, 1,041 in middle schools and 2,680 in high schools. The total districtwide enrollment is forecast to increase by 13,470. Using the guidelines for housing students established by the Facilities Review Public Working Committee of 700 students per elementary school, 1,500 students per middle school and 2,000 students per high school, a total of 14 new elementary schools, one new middle school and one new high school will be needed. Funding has been identified for 13 of these new elementary schools. The 14th elementary school will be funded and its location determined as a part of Phase 2.

Eleven of these new elementary schools will be needed in the overcrowded areas of the district located south of Interstate 8. Others may be needed in areas of the district (such as the Scripps Ranch/Mira Mesa area) that are or will be experiencing new residential construction and therefore an increase or growth in student enrollment.

> *"Construction of new schools in the overcrowded sections of the district will permit students who are involuntarily bused away from their neighborhoods to return to their own neighborhood school."*

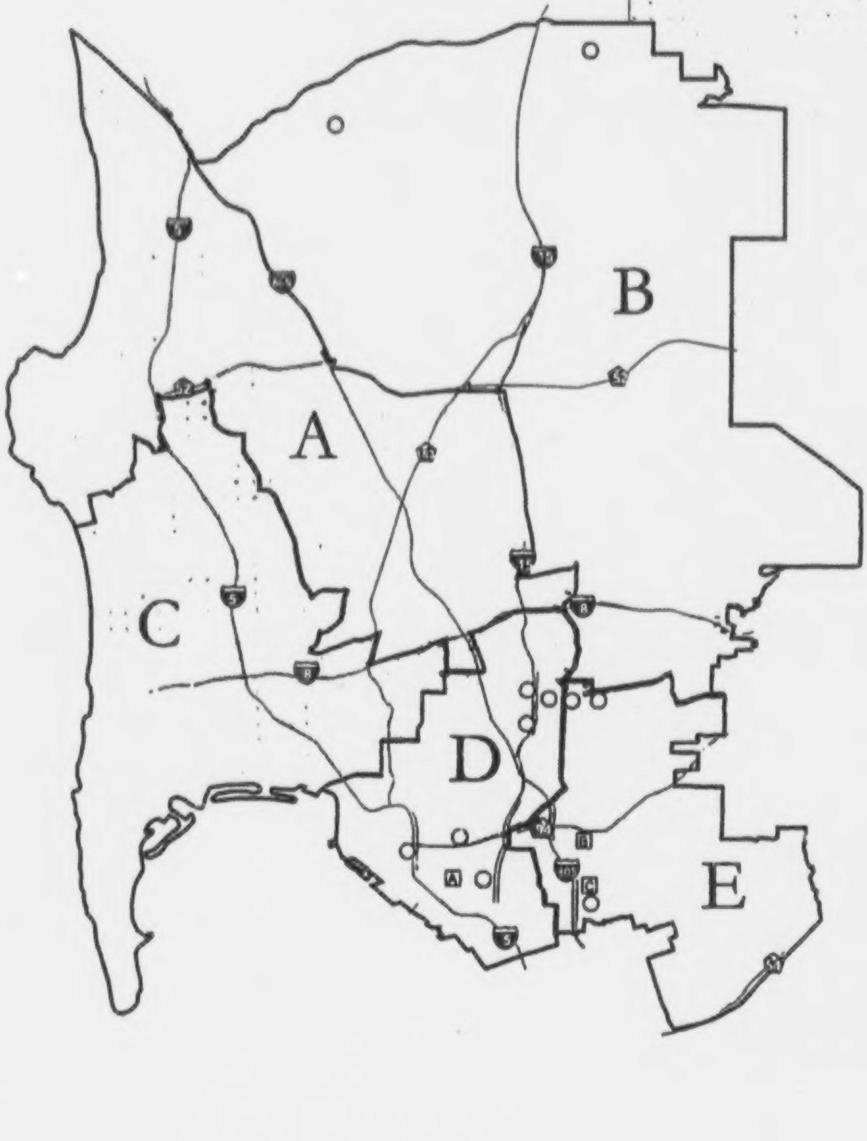
Construction of new schools in the overcrowded sections of the district will permit students who are involuntarily bused away from their neighborhoods to return to their own neighborhood school.

The following is a list of new schools for Phase 1 and their possible effect on other existing schools (see Exhibit 6.28):

- A new elementary school for the Brooklyn/Kimbrough area will reduce Brooklyn Elementary to 550 students and Kimbrough to approximately 860 students.
- A new elementary school in the Central area will reduce Central Elementary School to approximately 800 students.
- A new Euclid area elementary school will allow over 400 students to return to their own neighborhood school and still reduce enrollment at Euclid to approximately 750.
- A new elementary school in the Rosa Parks/Edison/Hamilton area will reduce Rosa Parks, Edison and Hamilton by over 200 students each.
- A new elementary school in the Jackson/Marshall area will reduce Jackson Elementary's enrollment to approximately 750 students and Marshall to approximately 700 students.
- A new elementary school in the Jerabek Elementary, Miramar Ranch Elementary and the Dingeman Elementary areas will reduce their enrollment by approximately 200 students, giving all of these schools an enrollment of approximately 810 students. (6.29)
- A new elementary school in the King/Logan/Perkins area will reduce Perkins to approximately 500 students, King to about 510 students and Logan to about 620 students.
- A new elementary school built in the Sherman Elementary area will reduce Sherman's enrollment to approximately 570 students.
- A new elementary school in the Adams/Franklin area will result in Adams housing 650 students and Franklin housing 450 students.
- A new elementary school will reduce Kennedy Elementary's enrollment to approximately 800 and Knox Elementary's enrollment to approximately 550.
- A new elementary school in the Mason/Hage area may actually affect all schools west of I-15 in the Scripps Ranch and Mira Mesa High School attendance areas with a net result being an average enrollment of approximately 884 students per school in this area.
- Two elementary schools funded by Phase 1 have not yet been sited by general area. This action will take place in several years, based on demographic conditions and enrollment forecasts at that time.

Many of the existing schools continue to have growth in their attendance/service area. For schools that are not overcrowded, the district may choose to construct permanent and/or relocatable classrooms to accommodate additional students.

# General Location of New Schools for the November 1998 Bond Measure by School Board Member Area



## PHASE 2

Phase 1 addressed the district's enrollment projections for the first five years. Phase 2 addresses the district's enrollment for years 6-15. It is anticipated that by year 2009 the number of unhoused elementary students will increase by 3,932. Middle school and high school enrollments will increase by 1,098 and 964 respectively. The total districtwide enrollment will increase by 5,994 students.

Using the same guidelines as for Phase 1, we find that the district may need to construct six additional elementary schools, one middle school and one high school. It is difficult at this time to determine the exact location of these new school facilities. The district will continue to evaluate changes to enrollment and demographics as Phase 1 is implemented. As we move closer to addressing the need for these unhoused students in year 2004-09, the district will be better able to determine the best location to address these anticipated needs.

If we look ahead another five years to 2014, we find that the anticipated total districtwide student enrollment will increase by an additional 4,642 students. Elementary student enrollment will now be our smallest age group to increase with only 529 additional students. The middle school enrollment increase is anticipated to be 751 students. The high school enrollment takes its largest increase with a projected enrollment increase of 3,362 students.

Once again using the same guidelines to determine facilities needs, we find that the district may need to construct one additional middle school and two more high schools. It is anticipated that due to the small increase in K-5 students, no new elementary schools are required. The location of these new facilities will be determined in the future when a more accurate assessment can be made of the district's needs and then available facilities.

## Implementation Plans by Attendance Areas

The following table summarizes the districtwide new school needs through 2015, as well as the number of new schools that are funded at the present time. The need is expressed as a range, based on the amount of residential redeveleopment, as forecast by SANDAG, that may come to pass. This information is described in detail in the following Implementation Plans.

### Summary of Needed and Funded New School Facilities by High School Attendance Area

(6.30)

| High School Attendance Area | New Schools Needed Through 2015 (a) | | | New Schools Funded Through 2015 (a) | | |
|---|---|---|---|---|---|---|
| | Elem. | Middle | Sr. High | Elem. | Middle | Sr. High |
| Clairemont | 0 | 0 | 0 | 0 | 0 | 0 |
| Crawford/Hoover | 9-11.3 | 0.9-1.4 | 0.5-0.9 | 5 | 0 | 0 |
| Henry | 0 | 0 | 0 | 0 | 0 | 0 |
| Kearny | 0-1.8 | 0-0.4 | 0-0.3 | 0 | 0 | 0 |
| La Jolla | 0 | 0 | 0 | 0 | 0 | 0 |
| Lincoln/Morse | 4-5.8 | 0-0.4 | 0-0.3 | 1 | 0 | 0.5-0.8 (b) |
| Madison | 0 | 0 | 0 | 0 | 0 | 0 |
| Mira Mesa/ Scripps Ranch | 4-5.3 | 1-1.3 | 0.7-0.9 | 2 | 0.1 | 0.3 |
| Mission Bay | 0 | 0 | 0 | 0 | 0 | 0 |
| Point Loma | 0-1 | 0 | 0 | 0 | 0.6 | 0 |
| San Diego | 5-9.2 | 0.4-1.3 | 0.2-0.9 | 3 | 0 | 0 |
| Serra | 0 | 0 | 0 | 0 | 0 | 0 |
| University City | 0-1.4 | 0-0.3 | 0-0.2 | 0 | 0 | 0 |
| Districtwide (c) | N/A | N/A | N/A | 2 | 0 | 0 |
| Total | 22-35.8 | 2.3-5.1 | 1.4-3.5 | 13 | 0.7 | 0.8-1.1 |

**Notes:**

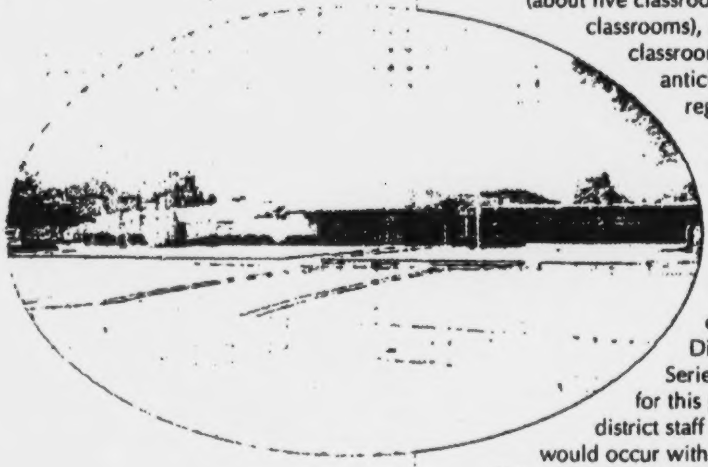
(a) Range based upon district and SANDAG-based enrollment forecasts.
(b) Range based upon potential capacity of rebuilt/expanded Lincoln High School.
(c) Two elementary schools have not been sited by high school attendance areas.
(d) Does not assume reduction in enrollments at existing high schools.

## Clairemont High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***



Within the Clairemont High School attendance area, there is an identified need for facilities to house 110 elementary students (about five classrooms), 76 middle school students (three classrooms), and 80 high school students (three classrooms). These figures are the enrollment growth anticipated through 2013 from the district's regular enrollment forecast.

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. (6.31) Within the Clairemont attendance area, the growth resulting from the forecast 300 units of additional residential development/ redevelopment by 2015 would require facilities for 50 elementary school students (two classrooms), 22 middle school students (one classroom), and 23 high school students (one classroom). Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5.

***Total Identified Needs***

Facilities for up to 160 elementary school students (eight classrooms), 98 middle school students (three-four classrooms), and 103 high school students (three-four classrooms) are required. These needs can be addressed through the district's annual process of portable classroom moves.

### Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Clairemont High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, all schools have inadequate amounts of library space, and many schools have inadequate field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment and uncovered outdoor dining areas.

**Addressing Identified Needs**

**Proposition MM**

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms

**Unfunded Needs**

Outside of Proposition MM projects, the following high priority needs are also identified at existing sites in the Clairemont High School attendance area:

- (6.38) Expansion of kindergarten play areas, field areas, hardcourt play areas, and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Clairemont High School)

**Addressing Unfunded Needs**

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of State Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address those needs, including the possible need for additional local general obligation bond measures.

> *"The total potential need at the elementary level for the combined Crawford/Hoover area is 9-11 schools.... Proposition MM will fund the construction of five elementary schools within the combined Crawford/Hoover High School attendance areas."*

## Crawford High School Attendance Area

### New Facilities

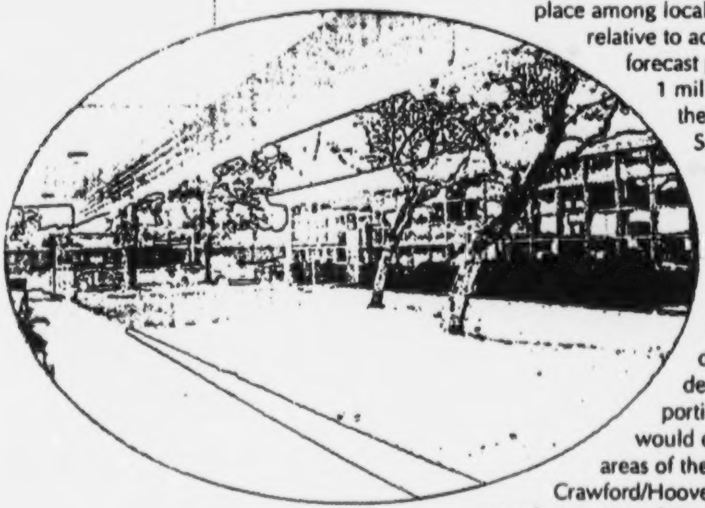
**Identified Needs**

***Regular Enrollment Forecast***

For the purpose of identifying new facilities needs, the adjacent Crawford and Hoover High School attendance areas are treated as a single geographic unit. They face similar planning challenges, and there is no clear geographic dividing line between the two. Within the combined Crawford/Hoover High School attendance areas, there is an identified need for six new elementary schools in the 1999-2003 time frame, and an additional three schools from 2003-2013. At the secondary level, there is an identified need for facilities for 1,060 middle school students (0.88 school) and 1,046 high school students (0.52 school) through 2013. These identified needs address current overcrowding and the accommodation of enrollment growth anticipated through 2013 from the district's regular enrollment forecast.

***SANDAG Population/Housing Forecast***

(6.13) There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Crawford/Hoover combined attendance areas, the growth resulting from the forecast 9,700 units of additional residential development/redevelopment would require two elementary schools and facilities for approximately 700 middle school students (0.58 school) and 730 high school students (0.37 school) by 2015. These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5.



### *Total Identified Needs*

The total potential need at the elementary level for the combined Crawford/Hoover area is 9-11 schools. Relative to new middle level and high school facilities, the maximum identified need amounts to 1.46 middle schools and 1,800 high school students (0.87 high school). Secondary facility needs are also projected for the adjacent Lincoln, Morse, and San Diego High School attendance areas. The district will thus need to coordinate planning of new secondary facilities across multiple high school attendance areas to most efficiently house the forecast growth in enrollment.

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will fund the construction of five elementary schools within the combined Crawford/Hoover High School attendance areas. These elementary schools are scheduled for completion in the 2003-2005 time frame (see Exhibit 6.28). In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecast need at that time. It is possible that one of these schools could be constructed in the Crawford/Hoover area.

### *Unfunded Needs*

(6.34) Outside of Proposition MM projects, 5-6 new elementary schools, up to 1.46 middle schools, and facilities for up to 1,800 high school students (0.87 high school) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. However, this action is not practical in the Crawford High School area, due to the lack of vacant land or confirmed development of new city park facilities. The district will work with the City Parks and Recreation Department and other entities to locate new school sites in proximity to existing or new city parks and other appropriate recreation/social service delivery locations.

The district will continue to review and update its identified need for new facilities, and develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Crawford High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space,along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

### Addressing Identified Needs

#### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level (6.16)
- Library facility expansion
- Provision of additional support space
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. This action will occur at schools losing enrollment to new schools: Carver, Darnall, Euclid, Jackson, and Marshall elementary schools. In addition, permanent classroom wings will be constructed at Marshall Elementary School and the Language Academy.

#### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs are also identified at existing sites in the Crawford High School attendance area:

- Expansion of field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Crawford High School).
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A, and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for general obligation bond measures.

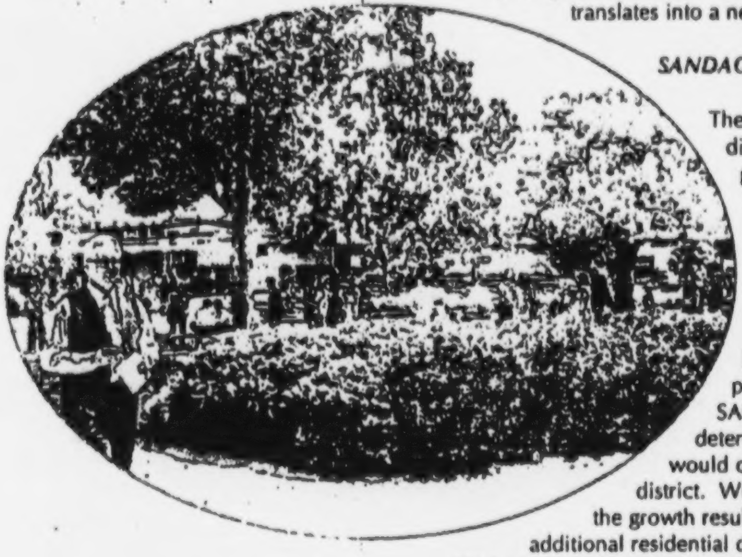
## Henry High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

Within the Henry High School attendance area, the district's regular enrollment forecast projects a slight decline in enrollment at all grade levels through 2013. This change in enrollment translates into a need for no new facilities.



***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Henry attendance area, the growth resulting from the forecast 341 units of additional residential development/redevelopment by 2015 would require facilities for 58 elementary school students (two-three classrooms), 25 middle school students (one classroom), and 26 high school students (one classroom). Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5.

6.37

***Total Identified Needs***

Facilities for up to 58 elementary school students, 25 middle school students, and 26 high school students are forecast. These needs can be addressed through the district's annual process of portable classroom moves.

The district owns three closed elementary school sites in the Henry area (Benchley, Grantville and Forward: see Exhibit 4.25) that are leased to non-district uses. These sites could be reclaimed for neighborhood elementary schools if warranted by future enrollment growth.

### Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Henry High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, some schools have inadequate amounts of library space, support space, field area (Henry High School and Gage Elementary only), hardcourt area, indoor dining/assembly space, and parking space (Gage Elementary only), along with outdated playground equipment, and uncovered outdoor dining areas.

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms

### (6.38) *Unfunded Needs*

Outside of Proposition MM projects, the following high-priority needs/actions have also been identified at existing sites in the Henry High School attendance area:

- Expansion of kindergarten play areas, field areas (Henry High School and Gage Elementary School), hardcourt play areas (Henry High School and Hearst Elementary School) and on-site parking (Gage Elementary School).
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Henry High School).

### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs including the possible need for additional local general obligation bond measures.

## Hoover High School Attendance Area

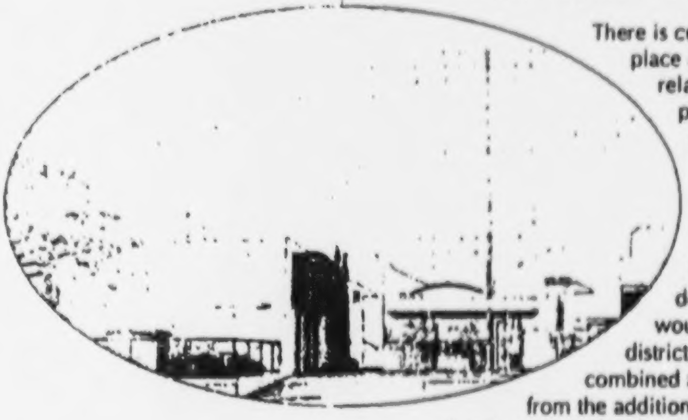
### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

For the purpose of identifying new facilities needs, the adjacent Hoover and Crawford High School attendance areas are treated as a single geographic unit. They face similar planning challenges, and there is no clear geographic dividing line between the two. Within the combined Hoover/Crawford High School attendance areas, there is an identified need for six new elementary schools in the 1999-2003 time frame, and an additional three schools from 2003-2013. At the secondary level, there is an identified need for facilities for 1,060 middle school students (0.88 school) and 1,046 high school students (0.52 school) through 2013. These identified needs address current overcrowding and the accommodation of enrollment growth anticipated through 2013 from the district's regular enrollment forecast.

***SANDAG Population/Housing Forecast***



There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Hoover/Crawford combined attendance areas, the growth resulting from the additional 9,700 units of forecast residential development/redevelopment would require two elementary schools and facilities for approximately 700 middle school students (0.58 school) and 730 high school students (0.37 school) by 2015. These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5.

***Total Identified Needs***

The total potential need at the elementary level for the combined Hoover/Crawford area is 9-11 schools. Relative to new middle level and high school facilities, the maximum identified need amounts to 1.46 middle schools and 1,800 high school students (0.87 high school) for the combined Hoover/Crawford area.

Secondary facility needs are also projected for adjacent Lincoln, Morse, and San Diego High School attendance areas. The district will thus need to coordinate planning of new secondary facilities across multiple high school attendance areas to most efficiently house the forecast growth in enrollment.

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will fund the construction of five elementary schools within the combined Hoover/Crawford High School attendance areas. These elementary schools are scheduled for completion in the 2003-2005 time frame (see Exhibit 6.28). In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecast need at that time. It is possible that one of these schools could be constructed in the Hoover/Crawford area.

### *Unfunded Needs*

(L-40) Outside of Proposition MM projects, 5-6 new elementary schools, up to 1.46 middle schools, and facilities for up to 1,800 high school students (0.87 high school) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. However, this action is not practical in the Hoover High School area, due to the lack of vacant land appropriate for school development. The district will work with the City Parks and Recreation Department and other entities to locate new school sites in proximity to existing or new city parks and other appropriate recreation/social service delivery locations. Possibilities relative to new elementary schools include the following locations:

- 39th Street/Adams Ave./I-15 park. This park is being partially developed by the California Department of Transportation (CALTRANS) as mitigation for the construction of the final segment of I-15 through Mid-City. A joint-use agreement is possible, as the park will be city property. The Normal Heights community has expressed its desire that the Adams/Franklin relief elementary school, funded by Proposition MM, be located adjacent to this park.

- New Teralta Park, on the I-15 freeway cover between Polk Ave. and Orange Ave. This park is being partially developed by the California Department of Transportation (CALTRANS) as mitigation for the construction of the final segment of I-15 through Mid-City. It is important to note that a joint-use agreement is not possible for the Teralta Park property, since it is located on CALTRANS right-of-way.
- Improved and expanded Park de la Cruz. This park is located at Landis St. and I-15. It is being expanded and improved from passive to active park use by CALTRANS as mitigation for the construction of the final segment of I-15 through Mid-City. A joint-use agreement is possible, as the park will be city property. The City Heights community has expressed its desire that one of the four new elementary schools that Proposition MM will fund in City Heights be located adjacent to this park.

*Improved and expanded Park de la Cruz.... The City Heights community has expressed its desire that one of the four new elementary schools that Proposition MM will fund in City Heights be located adjacent to this park."*

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures. (8.01)

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Hoover Attendance Area binder. In summary, the schools constructed prior to Monroe Clark Middle School and Rosa Parks Elementary School, funded by Proposition O, have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school) and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space

- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms (at schools losing enrollment to new schools: Adams, Central, Edison, Franklin, Hamilton, and Rosa Parks elementary schools)
- Turf field development and hardcourt area expansion at Edison Elementary School (joint-use project with city)

### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the Hoover High School attendance area:

- Expansion of field areas, hardcourt play areas, and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Hoover High School).
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### *Addressing Unfunded Needs*

[illegible]

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

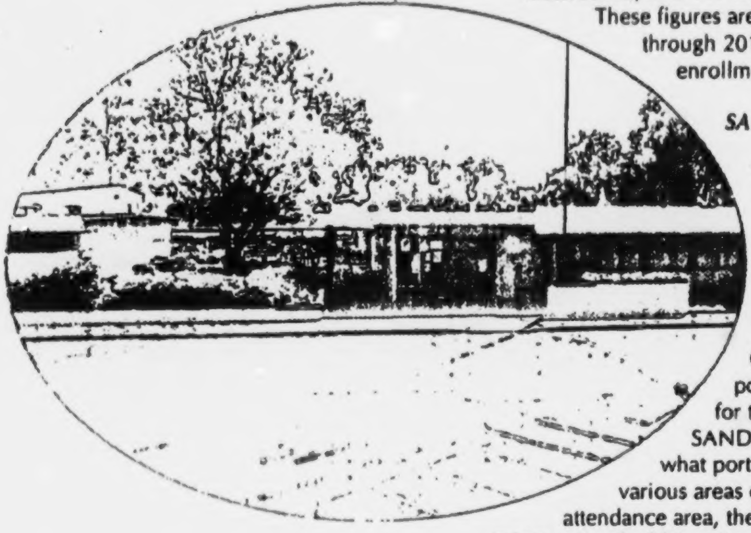
## Kearny High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

Within the Kearny High School attendance area, there is an identified need for facilities to house 381 elementary students (0.54 school or 17 classrooms), 130 middle school students (five classrooms), and 117 high school students (four classrooms). These figures are the enrollment growth anticipated through 2013 from the district's regular enrollment forecast.



***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Kearny attendance area, the growth resulting from the forecast 7,329 units of additional residential development through 2015 would require facilities for 1,234 elementary students (1.76 schools), 532 middle school students (0.44 school), and 556 high school students (0.28 high school). These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5.

SANDAG is forecasting an additional 7,329 housing units in the Kearny area from 1990-2015. This total led to the student generation numbers outlined in the previous paragraph. Most of these units would be constructed in Mission Valley, on the southern fringe of the Kearny attendance area. The balance of the housing (about 1,000 units) will probably be developed on the former General Dynamics site in Kearny Mesa.

At the present time, the existing housing in Mission Valley generates very few public school students at any grade level. This low student generation is a function of three factors. The primary factor is the type of housing developed (mostly apartments and condominiums, marketed to upscale singles and childless couples). The two other major factors are the absence of neighborhood schools in Mission Valley and the topography of Mission Valley, which makes it difficult to travel to the assigned schools north of Mission Valley in Linda Vista and Serra Mesa. The same parameters can be assumed for the housing forecast for the former General Dynamics site, which is remote from existing residential areas and schools.

The housing currently under development in Mission Valley continues the type of construction and market focus of previous development. If, however, housing in Mission Valley becomes more attractive to families with school-age children, the district will face the challenge of providing neighborhood school facilities, particularly at the elementary level, in Mission Valley itself. New elementary school facilities in Kearny Mesa may also become an issue.

> *"If, however, housing in Mission Valley becomes more attractive to families with school-age children, the district will face the challenge of providing neighborhood school facilities, particularly at the elementary level, in Mission Valley itself."*

***Total Identified Needs***

The total potential need at the elementary level is about two schools. Relative to new middle level and high school facilities, the maximum identified need amounts to 662 middle school students (0.55 middle school) and 673 high school students (0.34 high school). The high school attendance areas adjacent to Kearny - Clairemont, Henry, Madison, and Serra - are projected to have relatively stable enrollments through the planning period.

### Addressing Identified Needs

***Proposition MM***

Proposition MM will fund no identified new school facilities in the Kearny High School area. Two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecast need at that time. It is possible that one of these schools could be constructed in the Kearny area, if warranted by future housing development and related enrollment growth.

The enrollment growth anticipated through the regular enrollment forecast can be accommodated through the district's annual portable classroom move process and, if necessary, attendance boundary adjustments within the area. The enrollment growth that would be generated from the SANDAG forecast, however, would require new elementary schools and substantial facility additions at Montgomery and Taft Middle Schools and Kearny High School.

***Unfunded Needs***

Outside of Proposition MM projects, up to two new elementary schools and facilities for up to 662 middle school students (0.55 middle school) and 673 high school students (0.34 high school) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

***Addressing Unfunded Needs***

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A, and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. In the Mission Valley area, where the vast majority of new housing is forecast, there is no vacant property owned by the district and also no vacant city property that is not committed for other uses.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures. (148)

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Kearny High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment and uncovered outdoor dining areas.

### Addressing Identified Needs

***Proposition MM***

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools

- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms

### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the Kearny High School attendance area.

- Expansion of kindergarten play areas, field areas, hardcourt play areas, and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Kearny High School)

### *Addressing Unfunded Needs*

(6.46) The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A, and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

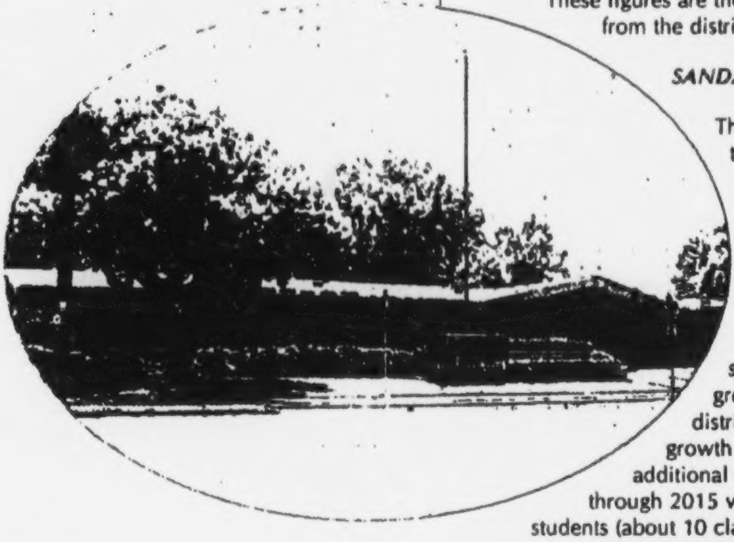
## La Jolla High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

Within the La Jolla High School attendance area, there is an identified need for facilities to house 118 elementary students (about five classrooms), 91 middle school students (three classrooms), and 141 high school students (about five classrooms). These figures are the enrollment growth anticipated through 2013 from the district's regular enrollment forecast.



***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. (6.47) Within the La Jolla attendance area, the growth resulting from the forecast 1,363 units of additional residential development/redevelopment through 2015 would require facilities for 230 elementary students (about 10 classrooms), 99 middle school students (three classrooms) and 104 high school students (three-four classrooms). These facilities are in addition to those needed to accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5.

***Total Identified Needs***

Facilities for up to 348 elementary students (about 15 classrooms, or 0.50 school), 190 middle school students (about seven classrooms) and 245 high school students (about eight classrooms) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment.

The enrollment growth anticipated at the middle school and high school level can probably be accommodated through restriction of choice enrollment, which comprises a significant fraction of the population at Muirlands Middle School and La Jolla High School. Both schools enroll significant numbers of Choice students from the Clairemont, Madison, Mission Bay, and University City attendance areas. At the elementary level, however, the situation is somewhat different. The elementary sites are already impacted from a facilities standpoint, and have less opportunity to restrict choice enrollment than the secondary schools. Other actions will be needed if substantial enrollment growth is realized at the elementary level.

***Addressing Unfunded Needs***

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A, and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. In the La Jolla area, the district owns two elementary school sites (Decatur and Scripps - see Exhibit 4.27 ) which are currently leased to private schools. These sites could eventually be reclaimed for use as district neighborhood elementary schools if warranted by enrollment growth. During the community-input process for the development of the LRFMP, the community (L-08) requested the re-opening of Decatur as a neighborhood elementary school to relieve enrollment pressures at Bird Rock and La Jolla rlementary schools.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the La Jolla High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

**Addressing Identified Needs**
***Proposition MM***

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level

> *"Permanent classroom wings will be constructed at La Jolla High School and Torrey Pines Elementary School."*

- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. Permanent classroom wings will be constructed at La Jolla High School and Torrey Pines Elementary School.

### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the La Jolla High School attendance area:

- Expansion of kindergarten play areas, field areas, hardcourt play areas, and on-site parking.
- Development of additional indoor dining/assembly space.
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM. [illegible]

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department, to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods. During the community-input process for the development of the LRFMP, the community requested that the district develop joint-use play fields and a swimming pool for Muirlands Middle School and La Jolla High School on nearby vacant city property.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

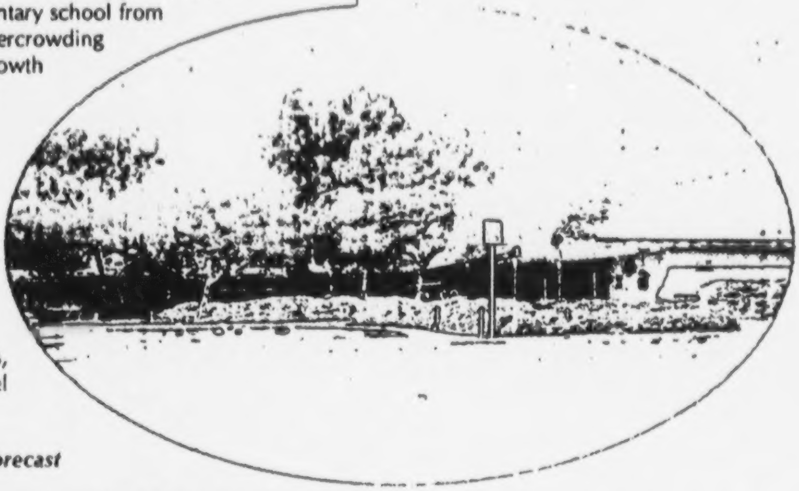
# Lincoln High School Attendance Area

## New Facilities

### Identified Needs

***Regular Enrollment Forecast***

For the purpose of planning new school facilities, the adjacent Lincoln and Morse High School attendance areas are treated as a geographic unit. There are significant optional attendance boundaries between the two areas, and no definitive geographic boundary dividing them. Within the combined Lincoln and Morse High School attendance areas, there is an identified need for three new elementary schools in the 1999-2003 time frame, and one additional elementary school from 2003-2013 to address current overcrowding and accommodate enrollment growth anticipated through the district's regular enrollment forecast.



(6.50) The enrollment growth forecast through 2013 in the Lincoln/Morse area for the secondary grades is approximately 280 students, or 10 classrooms, at the middle level (grades 6-8). Growth of 230 students, or eight classrooms, is forecast at the high school level (grades 9-12).

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the combined Lincoln/Morse High School attendance areas, the growth resulting from the forecast 7,352 units of additional residential development/redevelopment through 2015 would require two elementary schools. In addition, facilities for approximately 500 middle school students (17 classrooms, or 0.42 middle school) and 560 high school students (19 classrooms, or 0.28 high school) would be required. These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast.

Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter 5. The majority of the projected residential development/redevelopment, about 70%, would occur in the Lincoln High School area west of Euclid Avenue.

> *"Proposition MM will also fund a major high school project that will provide facilities for the area. This project involves the expansion and complete rebuilding of Lincoln High School...."*

***Total Identified Needs***

The total potential need at the elementary level for the combined Lincoln/Morse area is six schools. Relative to new secondary facilities, the maximum identified need for the area includes facilities for 780 middle level students (26 classrooms, or 0.65 middle school) and 790 high school students (27 classrooms, or 0.40 high school). Secondary facility needs are also projected for the adjacent Crawford, Hoover, Morse, and San Diego High School attendance areas. The district will thus need to coordinate planning of new secondary facilities across multiple high school attendance areas to most effectively house the forecast growth in enrollment.

**Addressing Identified Needs**

***Proposition MM***

Proposition MM will fund the construction of one elementary school within the combined Lincoln/Morse High School attendance area, which will relieve overcrowding at Kennedy and Knox elementary schools in the Lincoln area. This school is scheduled for completion in the 2003-2006 time frame (see Exhibit 6.28). In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecasted need at that time. It is possible that one of these schools could be constructed in the Lincoln/Morse area. (6.81)

Proposition MM will also fund a major high school project that will provide facilities for the area. This project involves the expansion and complete rebuilding of Lincoln High School, raising its capacity from approximately 1,100 students at present to 2,000-2,700 students. Attendance boundary changes would then transfer areas currently assigned to San Diego and Morse high schools to Lincoln. The primary purpose of this project, and a complementary project at San Diego High School, is to allow Morse High School to reconfigure from partial grades 9-12 to full grades 9-12 and San Diego High School from grades 10-12 to 9-12. Concurrently, middle level schools would reconfigure from grades 7-9 to 6-8, and elementary schools from grades K-6 to K-5. These actions will further address overcrowding at the elementary school level, and put in place at all schools in the Morse and San Diego areas the grade configurations desired for educational purposes. There will be little surplus capacity resulting from these projects to accommodate future high school enrollment growth.

***Future of Gompers Secondary School***

An issue that is not facilities-specific but which must be resolved within the context of the Lincoln High School expansion project is the future of Gompers Secondary School. Gompers currently houses a grade 7-12 program and shares an attendance boundary with Lincoln, which houses a grade 9-12 program. (Elementary schools in the Lincoln area are currently K-6.) Gompers and Lincoln both have magnet programs, but they differ in focus and content; the program at Gompers focuses on science and computer training, while Lincoln's emphasizes training for health care careers. Given this situation, there is no defined middle school for the Lincoln area, or clear middle school-to-high school articulation pattern for Lincoln High School. Within the Lincoln High School attendance area, 64% of students in grades 7-8 choose to attend middle schools or junior high schools in other areas. At the high school level (grades 9-12), 25% of Lincoln area students attend Gompers, 19% attend Lincoln, and 56% choose a high school in another area.

A decision must be made relative to Gompers. The choices discussed to this point are:

1. Maintain the current 7-12 grade configuration and program.
2. Reconfigure Gompers into a 6-8 middle school to serve the Lincoln area, and reconfigure the area elementary schools from K-6 to K-5. Lincoln High School would then be the sole 9-12 school serving the area.

### *Unfunded Needs*

Outside of Proposition MM projects, 4-5 new elementary schools and facilities for up to 780 middle school students (0.65 middle school) and 790 high school students (0.40 high school) have been identified for the combined Lincoln/Morse High School attendance areas. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

(0.82)

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. In the Lincoln High School area, there is no readily available vacant property suitable for school development.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Lincoln High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas, and excessive numbers of portable classrooms.

### Addressing Identified Needs

#### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. This action will occur at schools losing enrollment to new schools: Kennedy and Knox elementary schools. In addition, permanent classroom wings will be constructed at Chollas, Horton, and Webster elementary schools.
- Rebuilding and expansion of Lincoln High School to a capacity of 2,000 - 2,700 students.
- Demolition of the current Mead Elementary School facility and construction of a new school, including expansion of the current site.

#### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the Lincoln High School attendance area.

- Expansion of kindergarten play areas, field areas, hardcourt play areas, and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Gompers Secondary School, if it retains a high school program).
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

(6.84)

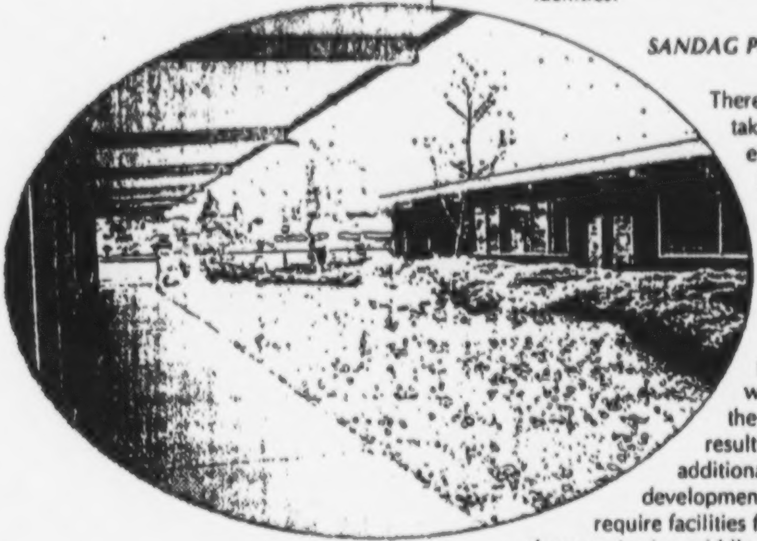
# Madison High School Attendance Area

## New Facilities

### Identified Needs

#### *Regular Enrollment Forecast*

Within the Madison High School attendance area, the district's regular enrollment forecast projects relatively stable enrollment (an increase of about 100 K-12 students total) through 2013. This small enrollment change translates into a need for few or no new facilities.



#### *SANDAG Population/Housing Forecast*

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Madison attendance area, the growth resulting from the forecast 121 units of additional residential development/redevelopment through 2015 would require facilities for 20 elementary school students (one classroom), nine middle school students (less than one classroom), and nine high school students (less than one classroom). Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five.

#### *Elementary and Middle Level Grade Reconfiguration*

Aside from enrollment growth, the issue of grade configuration at the elementary and middle school level needs to be addressed. At present, the elementary schools in the Madison area are K-6, and Kroc Middle School is 7-8. The preferred grade configuration for educational purposes is K-5 elementary schools and 6-8 middle schools.

#### *Total Identified Needs*

Relative to enrollment growth, facilities for up to 20 elementary school students (one classroom), nine middle level students (less than one classroom) and nine high school students (less than one classroom) are required. These needs can be addressed through the district's annual process of portable classroom moves.

> *"In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school)."*

A grade reconfiguration to provide for a 6-8 middle school program in the Madison area would require middle school facilities for approximately 500 students (17 classrooms).

The district owns two closed elementary schools and one closed middle level school (Anderson, Stevenson, and Hale - see Exhibit. 4.25) that are leased to private schools in the Madison area. These sites could be reclaimed for neighborhood schools if warranted by future enrollment growth.

#### *Addressing Identified Needs*

Funding for the proposed grade reconfiguration at the elementary and middle level has not been identified. During the community-input process for the development of the LRFMP, the Madison community requested the reopening of Hale Junior High (see Exhibit 4.25) as a district middle school to accomplish this action. Hale is currently leased to a private school; the lease runs through the 2004-2005 school year.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Madison High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, all schools have inadequate amounts of library space, and many schools have inadequate field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

### Addressing Identified Needs

#### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms

### Unfunded Needs

Outside of Proposition MM projects, the following high priority need are also identified at existing sites in the Madison High School attendance area:

- Expansion of kindergarten play areas, field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.
- Replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### Addressing Unfunded Needs

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A, and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

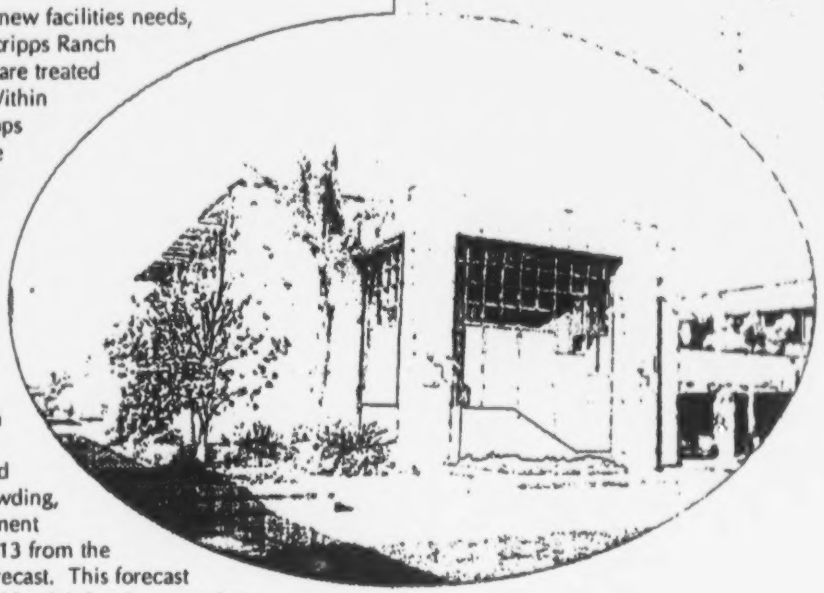
The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional general obligation bond measures. (L87)

## Mira Mesa High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***



For the purpose of identifying new facilities needs,
the adjacent Mira Mesa and Scripps Ranch
High School attendance areas are treated
as a single geographic unit. Within
the combined Mira Mesa/Scripps
Ranch High School attendance
areas, there is an identified
need for two new elementary
schools in the 1999-2003
time frame and an additional
two schools from 2003-
2013. At the secondary
level, there is an identified
need for facilities for 1,127
middle school students (one
middle school) and 1,356 high
school students (0.68 school)
through 2013. These identified
(6.58) needs address current overcrowding,
and accommodation of enrollment
growth anticipated through 2013 from the
district's regular enrollment forecast. This forecast
includes the projected new residential development that
has been confirmed by the real estate developers operating in
Miramar Ranch North and eastern Mira Mesa.

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecasted population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Mira Mesa/Scripps Ranch combined attendance areas, the forecast is for 5,486 units of additional residential development/redevelopment through 2015 that is not accounted for in the regular enrollment forecast. This development would require facilities for 921 elementary students (1.32 schools), and facilities for approximately 400 middle school students (14 classrooms, or 0.33 school) and 490 high school students (17 classrooms, or 0.25 school). These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five.

> *"Proposition MM will fund the construction of two elementary schools within the combined Mira Mesa/Scripps Ranch High School attendance areas."*

***Proposed Military Family Housing Complex***

A potential generator of students exists which is not accounted for in either the regular enrollment forecast or the SANDAG findings. This generator is the family housing complex proposed by the military. Up to 1,600 units of military housing could be included in this complex, whose proposed location is just south of Pomerado Road (see Exhibit 5.4) or one of a number of other sites in the area. The Scripps Ranch Planning Group and the military have entered into a continued dialogue to address the multiple planning issues, including school impacts, related to this proposal.

***Total Identified Needs***

The maximum identified need, not including the proposed military housing complex, amounts to 5.32 elementary schools, 1.33 middle schools and 1,846 high school students (0.92 high school) for the combined Mira Mesa/Scripps Ranch area. This area is geographically isolated from other residential areas in the district by Marine Corps Air Station Miramar and the Sorrento Valley industrial area. The district will thus need to develop facilities solutions within this area to address the potential enrollment growth.

At present the timing of development of the proposed military housing complex, as well as the number of units in the complex, is very tentative. When and if this proposal becomes concrete, the district will develop a student generation analysis and implementation plan for serving the community. (L.59)

**Addressing Identified Needs**

***Proposition MM***

Proposition MM will fund the construction of two elementary schools within the combined Mira Mesa/Scripps Ranch High School attendance areas. One school site has already been acquired, at the intersection of Spring Canyon Road and Scripps Poway Parkway in Miramar Ranch North (see Figure 6.28). This site size is 6.7 acres, and it is located adjacent to Spring Canyon Park. This school is scheduled to open for the 2002-2003 school year. The second school will be built in Mira Mesa and is scheduled for completion in the 2005-2007 time frame. In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecast need at that time. It is possible that one of these schools could be constructed in the Mira Mesa/Scripps Ranch area.

At the secondary level, Proposition MM will fund an expansion at Marshall Middle School in Miramar Ranch North that will include 4-5 general education classrooms (120-150 students). Permanent classroom wings of 10 classrooms (300 students) each will be constructed at Mira Mesa High School and Scripps Ranch High School.

### *Unfunded Needs*

Outside of Proposition MM projects, up to three new elementary schools and facilities for up to 1,200 middle school students (one middle school) and 1,200 high school students (0.60 high school) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

(6.60) Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. Within the Mira Mesa attendance area, three possibilities exist for joint-use development between the city and the district, as outlined below.

1. Breen Site: This 10-acre city property is located at the intersection of Capricorn Way and Polaris Drive. It was planned as a school site and subsequently sold to the city for development as a neighborhood park. The park development is scheduled to begin in fiscal year 2000 (design) and 2001(construction).

2. Carroll Site: This 11-acre city property is located between Westmore Road and New Salem Street, east of Camino Ruiz. It was planned as a school site and subsequently sold to the city for development as a neighborhood park. The park development is scheduled to begin in fiscal year 2008 (design) and 2009 (construction).

3. Maddox Site: This 10-acre district property is located adjacent to the 5-acre Maddox Park, at the intersection of Flanders Drive and Parkdale Avenue. During the community-input process for the development of the LRFMP, the community identified this site as the preferred location for construction of the next neighborhood elementary school in Mira Mesa.

The future use of the Maddox site may be impacted by an Environmental Protection Agency (EPA) ruling against the district. The EPA has ruled that the district destroyed vernal pools during the construction of Challenger Middle School, and must mitigate this action through the creation or purchase/preservation of additional vernal pools. In the EPA's judgement, the Maddox site is a good candidate for a vernal pool creation project. During the site selection process for the Proposition MM elementary school in Mira Mesa, the various possible uses of this site will be analyzed in depth.

The district will continue to review and update its identified need for new facilities and todevelop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Mira Mesa High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, field area (Mira Mesa High School and Challenger Middle School), hardcourt area (Mira Mesa High School), indoor dining space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

### Addressing Identified Needs

#### *Proposition MM* (6.61)

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. This action will occur at the schools losing enrollment to the new elementary school; the schools affected will depend on which site is selected for the new school. In addition, a permanent classroom wing will be constructed at Mira Mesa High School.

#### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs are also identified at existing sites in the Mira Mesa High School attendance area:

- Expansion of field areas, hardcourt play areas, and on-site parking.

- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Mira Mesa High School).
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

***Addressing Unfunded Needs***

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

(6.62) The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

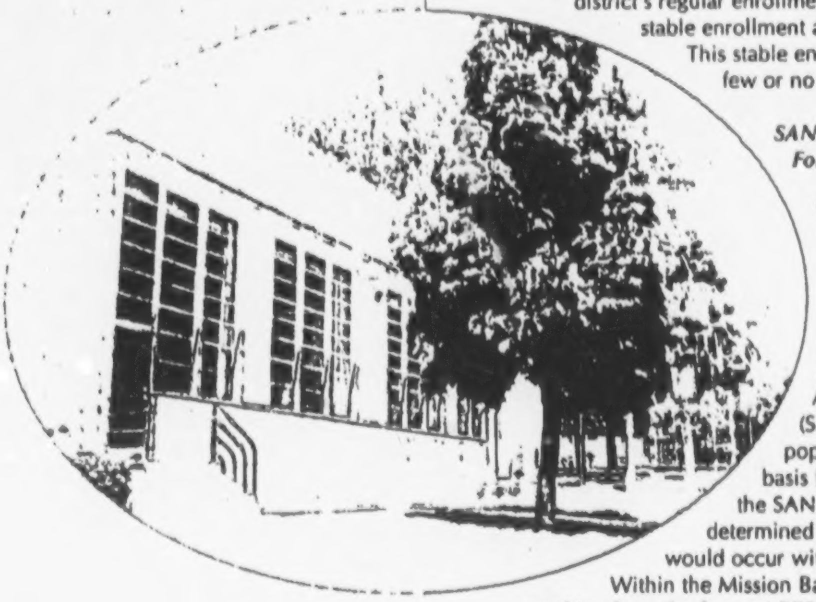
## Mission Bay High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

Within the Mission Bay High School attendance area, the district's regular enrollment forecast projects relatively stable enrollment at all grade levels through 2013. This stable enrollment translates into a need for few or no new facilities.



***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Mission Bay attendance area, the growth resulting from the forecast 258 units of additional residential development/ redevelopment would require facilities for 43 elementary school students (approximately two classrooms), 19 middle school students (one classroom), and 20 high school students (one classroom). Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five.

(6.68)

***Total Identified Needs***

Facilities for up to 43 elementary school students (two classrooms), 19 middle school students (one classroom), and 20 high school students (one classroom) are forecast. This need can be addressed through the district's annual process of portable classroom moves.

### Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Mission Bay High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, some schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment and uncovered outdoor dining areas.

### Addressing Identified Needs

#### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms

#### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs are also identified at existing sites in the Mission Bay High School attendance area.

- Expansion of kindergarten play areas, field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.

#### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

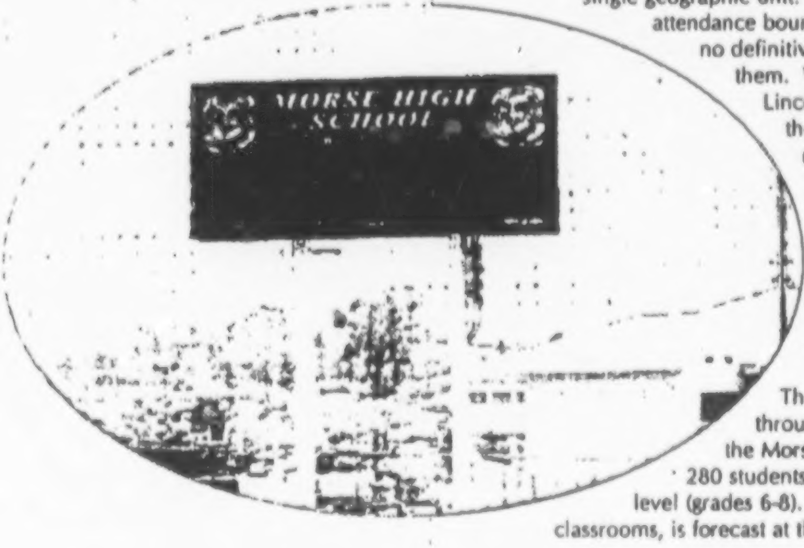
# Morse High School Attendance Area

## New Facilities

### Identified Needs

***Regular Enrollment Forecast***

For the purpose of planning new school facilities, the adjacent Morse and Lincoln High School attendance areas are treated as a single geographic unit. There are significant optional attendance boundaries between the two areas, and no definitive geographic boundary dividing them. Within the combined Morse and Lincoln High School attendance areas, there is an identified need for three new elementary schools in the 1999-2003 time frame, and one additional elementary school from 2003-2013 to address current overcrowding and accommodate enrollment growth anticipated through the district's regular enrollment forecast.



The enrollment growth forecast through 2013 for the secondary grades in the Morse/Lincoln area is approximately 280 students, or 10 classrooms, at the middle level (grades 6-8). Growth of 230 students, or eight classrooms, is forecast at the high school level (grades 9-12).

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the combined Morse/Lincoln High School attendance areas, the growth resulting from the forecast 7,352 units of additional residential development/redevelopment through 2015 would require two elementary schools. In addition, facilities for approximately 500 middle school students (17 classrooms, or 0.42 middle school) and 560 high school students (19 classrooms, or 0.28 high school) would be required. These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast.

Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five. The majority of the projected residential development/redevelopment, about 70%, would occur in the Lincoln High School area, and the remaining 30% in the Morse area.

### *Total Identified Needs*

The total potential need at the elementary level for the combined Morse/Lincoln area is six schools. Relative to new secondary facilities, the maximum identified need for the area includes facilities for 780 middle school students (26 classrooms, or 0.65 middle school) and 790 high school students (27 classrooms, or 0.40 high school). Secondary facility needs are also projected for the adjacent Crawford, Hoover, Lincoln, and San Diego High School attendance areas. The district will thus need to coordinate planning of new secondary facilities across multiple high school attendance areas to most effectively house the forecast growth in enrollment.

*"The primary purpose of this project, and a complementary project at San Diego High School, is to allow Morse High School to reconfigure from partial grade 9-12 to full 9-12 and San Diego High School from grades 10-12 to 9-12."*

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will fund the construction of one elementary school within the combined Morse/Lincoln High School attendance area, which will relieve overcrowding at Kennedy and Knox elementary schools in the Lincoln area. This school is scheduled for completion in the 2003-2006 time frame (see Exhibit 6.28). In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecast need at that time. It is possible that one of these schools could be constructed in the Morse/Lincoln area.

Proposition MM will also fund a major high school project that will provide facilities for the area. This project involves the expansion and complete rebuilding of Lincoln High School, raising its capacity from approximately 1,100 students at present to 2,000-2,700 students. Attendance boundary changes would then transfer areas currently assigned to Morse and San Diego high schools to Lincoln. The primary purpose of this project, and a complementary project at San Diego High School, is to allow Morse High School to reconfigure from partial grades 9-12 to full grades 9-12 and San Diego High School from grades 10-12 to 9-12. Concurrently, middle level schools currently housing grades 7-9 would reconfigure to grades 6-8 (in the Morse area, Bell Junior High), and elementary schools from grades K-6 to K-5 (in the Morse area, elementary schools feeding into Bell). These actions will further address overcrowding at the elementary school level, and put in place at all schools in the Morse and San Diego areas the grade configuration desired for educational purposes. There will be little surplus capacity resulting from these projects to accommodate future high school enrollment growth.

### *Unfunded Needs*

Outside of Proposition MM projects, 4-5 new elementary schools and facilities for up to 780 middle school students (0.65 middle school) and 790 high school students (0.40 high school) have been identified for the combined Morse/Lincoln High School attendance areas. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. In the Morse High School area, the district owns two vacant sites originally slated for elementary schools (see Exhibit 4.25):

1. Bay Terraces Site #6 is located adjacent to the Zamarano Elementary School campus.
2. Bay Terraces Site #11 is located at the intersection of Landscape Drive and Parkside Avenue, between Lee and Penn Elementary Schools.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Morse High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement (except for Nye Elementary, completed in 1992), technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

> *"Permanent classroom wings will be constructed at Keiller Middle School and Boone, Freese, Fulton, and Valencia Park elementary schools."*

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. Permanent classroom wings will be constructed at Keiller Middle School and Boone, Freese, Fulton, and Valencia Park elementary schools.

### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs are also identified at existing sites in the Morse High School attendance area:

- Expansion of kindergarten play areas, field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (Morse High School)
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

> *"Another issue that will impact the need for new school facilities.... The district has engaged in an extensive dialogue with the city and the military relative to the proposed NTC housing and its potential for student generation."*

## Point Loma High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

Within the Point Loma High School attendance area, the district's regular enrollment forecast projects relatively stable enrollment at all grade levels through 2013. This stable enrollment translates into little or no need for new facilities. (Note: the regular enrollment forecast does not include student generation from the proposed NTC housing project.)

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Point Loma attendance area, the growth resulting from the forecast 1,415 units of additional residential (1.10) development/redevelopment through 2015 would require facilities for 238 elementary school students (11 classrooms, or 0.34 elementary school), 103 middle school students (four classrooms), and 107 high school students (four classrooms). These facilities are in addition to those needed to accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five. (Note: this forecast does not include student generation from the proposed NTC housing project.)

***Proposed Housing Project at the former Naval Training Center***

Another issue that will impact the need for new school facilities in the Point Loma area is the future use of the former Naval Training Center (NTC). Current plans for this area include development of 500 units of military family housing and 350 units of market-rate private housing (see Exhibit 5.4). The district has engaged in an extensive dialogue with the city and the military relative to the proposed NTC housing and its potential for student generation. The district's student generation forecast for the entire project is approximately 400 elementary students, 60 middle school students and 70 high school students.

### *Total Identified Needs*

The total potential need at the elementary level is 638 seats (approximately one school). Relative to new middle level and high school facilities, the maximum need is 163 middle school seats (six classrooms) and 177 high school seats (six classrooms).

### Addressing Identified Needs

### *Proposition MM*

No new elementary facilities are specifically detailed in Proposition MM for the area. Proposition MM does include funding for two unidentified elementary schools which have not been allocated to any general area at this time. If needed, one of these schools could be located on the NTC site to accommodate the forecasted student generation from the military family and private sector housing proposed for this area. The district judgment is that funding for school facilities to accommodate student generation from NTC housing should come from non-district sources.

At the secondary level, Proposition MM will fund improvements at the Dana site to allow a full middle-school program. This project will provide ample capacity for the increase in middle school enrollment forecast from both the SANDAG data and the proposed NTC project. (L50)

### *NTC Property for School Development*

The city and Navy have adopted a Memorandum of Understanding which will provide the district with a seven-acre site within the new military family housing area for development of an elementary school campus. Discussion is continuing relative to the funding source(s) for the improvement of the site and construction of the school buildings and play areas.

### *Unfunded Needs*

Outside of Proposition MM projects, a need for facilities for up to 638 elementary school students, 163 middle school students and 177 high school students is forecast. A combination of new facilities and restriction of non-resident enrollment (which constitutes a substantial percentage of enrollment in Point Loma) would be needed to accommodate this growth. A related issue could arise relative to available space in the neighborhood schools of the non-resident students currently attending Point Loma area schools. These students live primarily in the Memorial Junior High School attendance area. The elementary schools that are feeders for Memorial Junior High and San Diego High School, are already critically short of space.

Relative to the Dana middle-school project, Proposition MM will not fund development of office space to allow the relocation of the educational support staff remaining at Dana. Funding for this action, which is needed prior to the initiation of the Proposition MM-funded Dana middle-school project, will need to come from some other source. Another funding source will also be needed for equipping and furnishing both the expanded middle-school facility at Dana and the potential elementary school at NTC.

*Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. As previously discussed, the district has been allocated a seven-acre site within the military family housing area at NTC for the development of an elementary school to serve the military family and private-sector housing proposed for the area.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures. (6.51)

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Point Loma High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

### Addressing Identified Needs

*Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level

- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. Permanent classroom wings will be constructed at Fremont Elementary School and Point Loma High School.
- Conversion of the Dana site into a full middle-school campus.

*Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the Point Loma High School attendance area:

- Expansion of kindergarten play areas, field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

*Addressing Unfunded Needs*

(6.72) The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field areas and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

> *"According to the SANDAG findings, the area of the city served by San Diego High School and its feeder schools is forecast to receive 27% of the new housing (almost 18,000 units) projected for the portion of the city served by the district."*

## San Diego High School Attendance Area

### New Facilities

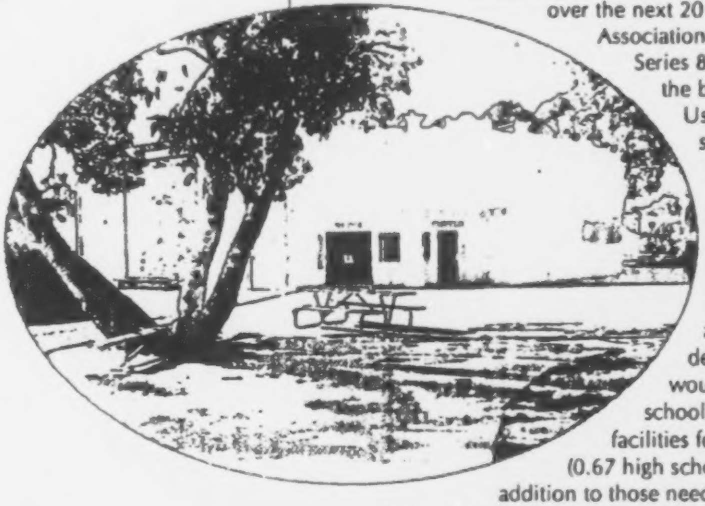
**Identified Needs**

***Regular Enrollment Forecast***

Within the San Diego High School attendance area, there is an identified need for three new elementary schools in the 1999-2003 time frame, and an additional two elementary schools from 2003-2013 to address current overcrowding and accommodate enrollment growth anticipated through the district's regular enrollment forecast.

At the secondary level, the regular enrollment forecast through 2013 projects growth of approximately 430 students (15 classrooms) at the middle level (grades 6-8), and 370 students (13 classrooms) at the high school level (grades 9-12).

***SANDAG Population/Housing Forecast***



There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the San Diego attendance area, the growth resulting from the forecast 17,664 units of additional residential development/ redevelopment would require four elementary schools, one middle school, and facilities for 1,350 high school students (0.67 high school). These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five. (6.78)

According to the SANDAG findings, the area of the city served by San Diego High School and its feeder schools is forecast to receive 27% of the new housing (almost 18,000 units) projected for the portion of the city served by the district. The beginning of this trend can be seen in the near-term plans for several thousand new housing units in the Downtown/Marina area, and later plans for additional housing in conjunction with the Padres ballpark/East Village redevelopment project.

### *Total Identified Needs*

The total potential need at the elementary level is nine elementary schools. Relative to new middle level and high school facilities, the maximum identified need amounts to 1.36 middle schools and 1,720 high school students (0.85 high school). Secondary facility needs are also projected for the adjacent Crawford, Hoover, Lincoln, and Morse High School attendance areas. The district will thus need to coordinate planning of new secondary facilities across multiple high school attendance areas to most efficiently house the forecast growth in enrollment.

## Addressing Identified Needs

### *Proposition MM*

Proposition MM will fund the construction of three elementary schools within the San Diego High School attendance area. These elementary schools are scheduled for completion in the 2003-2005 time frame (see Exhibit 6.28). In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecasted need at that time. It is possible that one of these schools could be constructed in the San Diego area.

(6.54) Proposition MM will also fund two high school projects that will provide facilities for the area. The smaller project, at San Diego High School, will develop classroom and support facilities for up to 600 additional students. The larger project involves the expansion and complete rebuilding of Lincoln High School, raising its capacity from approximately 1,100 students at present to 2,000-2,700 students. Attendance boundary changes would then transfer to Lincoln areas currently assigned to San Diego and Morse high schools. The primary purpose of these two projects is to allow San Diego High School to reconfigure from grades 10-12 to grades 9-12, and Morse High School from partial grades 9-12 to full 9-12. Concurrently, middle level schools would reconfigure from grades 7-9 to 6-8, and elementary schools from grades K-6 to K-5. These actions will further address overcrowding at the elementary school level and put in place the grade configuration desired for educational purposes. There will be little surplus capacity resulting from these projects to accommodate future high school enrollment growth.

### *Unfunded Needs*

Outside of Proposition MM projects, up to six new elementary schools, up to 1.36 middle school, and facilities for up to 1,720 high school students (0.85 high school) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. In the San Diego High School area, the district-owned Crockett site at 32nd Street and Greeley Avenue (see Exhibit 4.25) will be explored for use as a portion of the site for the new King/Logan/Perkins relief elementary school. In addition, the former site of the district Maintenance Facility at Commercial and Irving Streets will be explored for use as a portion of the site for the new Sherman relief school.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures. (6.78)

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the San Diego High School Attendance Area binder. In summary, all schools built prior to Chavez and Kimbrough Elementary Schools, funded through Proposition O, have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, support space, field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms.

### Addressing Identified Needs

### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools

- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. This action will occur at schools losing enrollment to new schools: Birney, Brooklyn, Kimbrough, King, Logan, Perkins, and Sherman elementary schools. In addition, permanent classroom wings will be constructed at Baker, Birney, Grant, and McKinley elementary schools.
- Demolition of the current Burbank Elementary School facility and construction of a new school, including expansion of the current site.
- Construction of a classroom/support space addition at San Diego High School to facilitate a grades 9-12 configuration.

> *"Permanent classroom wings will be constructed at Baker, Birney, Grant, and McKinley elementary schools."*

*Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs are also identified at existing sites in the San Diego High School attendance area:

- Expansion of kindergarten play areas, field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (San Diego High School).
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

*Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field area and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Scripps Ranch High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

For the purpose of identifying new facilities needs, the adjacent Scripps Ranch and Mira Mesa High School attendance areas are treated as a single geographic unit. Within the combined Scripps Ranch/Mira Mesa High School attendance areas, there is an identified need for two new elementary schools in the 1999-2003 time frame and an additional two schools from 2003-2013. At the secondary level, there is an identified need for facilities for 1,127 middle school students (one middle school) and 1,356 high school students (0.68 school) through 2013. These identified needs address current overcrowding, and accommodation of enrollment growth anticipated through the district's regular enrollment forecast. This forecast includes the projected new residential development that has been confirmed by the real estate developers operating in Miramar Ranch North and eastern Mira Mesa.

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Scripps Ranch/Mira Mesa combined attendance areas, the forecast is for 5,486 units of additional residential development/redevelopment through 2015 that is not accounted for in the regular enrollment forecast. This development would require facilities for 921 elementary students (1.32 schools), and facilities for approximately 400 middle school students (14 classrooms, or 0.33 school) and 490 high school students (17 classrooms, or 0.25 school). These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five.

***Proposed Military Family Housing Complex***

A potential generator of students exists which is not accounted for in either the regular enrollment forecast or the SANDAG findings. This generator is the family housing complex proposed by the military. Up to 1,600 units of housing could be included in this complex, whose propsed location is just south of Pomerado Road (see Exhibit 5.4) or one of a number of other sites in the area. The Scripps Ranch Planning Group and the military have entered into a continued dialogue to address the multiple planning issues, including school impacts, related to this proposal.

*Total Identified Needs*

The maximum identified need, not including the proposed military housing complex, amounts to 5.32 elementary schools, 1.33 middle schools and 1,846 high school students (0.92 high school) for the combined Scripps Ranch/Mira Mesa area. This area is geographically isolated from other residential areas in the district by Marine Corps Air Station Miramar and the Sorrento Valley industrial area. The district will thus need to develop facilities solutions within this area to address the potential enrollment growth.

At present the timing of the development of the proposed military housing complex, as well as the number of units in the complex, is very tentative. When and if this proposal becomes concrete, the district will develop a student generation analysis and implementation plan for serving the community.

> *"One school site has already been acquired, at the intersection of Spring Canyon Road and Scripps Poway Parkway in Miramar Ranch North."*

### Addressing Identified Needs

*Proposition MM*

Proposition MM will fund the construction of two elementary schools within the combined Scripps Ranch/Mira Mesa High School attendance areas. One school site has already been acquired, at the intersection of Spring Canyon Road and Scripps Poway Parkway in Miramar Ranch North (see Exhibit 6.28). This site is 6.7 acres in size, and adjacent to Spring Canyon Park. This school is scheduled to open for the 2002-2003 school year. The second school will be built in Mira Mesa and is scheduled for completion in the 2005-2007 time frame. In addition, two unidentified elementary schools funded through Proposition MM will be geographically located in several years based on forecast need at that time. It is possible that one of these schools could be constructed in the Scripps Ranch/Mira Mesa area.

At the secondary level, Proposition MM will fund an expansion at Marshall Middle School in Miramar Ranch North that will include 4-5 general education classrooms (120-150 students). Permanent classroom wings of 10 classrooms (300 students) each will be constructed at Scripps Ranch High School and Mira Mesa High School.

*Unfunded Needs*

Outside of Proposition MM projects, up to three new elementary schools and facilities for up to 1,200 middle school students (one middle school) and 1,200 high school students (0.60 high school) have been identified. The extent of additional new facilities will be

> *"The district has engaged in a process with the community to develop a master plan for Scripps Ranch High School which identifies future joint-use playfield, hardcourt, and parking areas on the Treena Mesa site."*

dependent on the level of future enrollment growth from existing and new residential development. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

***Addressing Unfunded Needs***

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. Relative to elementary school development, the district owns one vacant 12-acre site, Fairbrook, at the intersection of Fairbrook Road and Rue Fontenay. This site is currently the focus of negotiations between the district, city and McMillan Properties. The goal of the district is to transfer ownership of the site to the city and McMillan for development of a neighborhood park and approximately 17 single-family homes. The district will be credited the value of the residential parcel towards its purchase from McMillan of the site for the Proposition MM elementary school in Miramar Ranch North. The district is currently evaluating the possible need of this property for school purposes. (6.70)

The district also owns vacant property west of and adjacent to Scripps Ranch High School (Treena Mesa/Ahrens Field site). The district has engaged in a process with the community to develop a master plan for Scripps Ranch High School which identifies future joint-use playfield, hardcourt, and parking areas on the Treena Mesa site. This master plan has been approved by the Board of Education. The community is planning to fund development of some of the playfield and parking areas with revenue from the Scripps Ranch Facilities Benefit Assessment fund. The district may also fund development of a parking area on this site through Proposition MM, if the permanent classroom and science lab project in Proposition MM is constructed on the school's north parking lot.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Scripps Ranch High School Attendance Area binder. In summary, all schools aside from Dingeman Elementary School and Scripps Ranch High School (constructed through Proposition Y) and Marshall Middle School (constructed through Proposition O) have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, many schools have inadequate amounts of library space, field area, hardcourt area (Scripps Ranch High School), parking space, outdated playground equipment, uncovered outdoor dining areas, and excessive numbers of portable classrooms.

### Addressing Identified Needs

#### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- (6.80) Library facility expansion
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Removal of some excessive portable classrooms. This action will occur at schools losing enrollment to the new elementary school (Dingeman, Jerabek, and Miramar Ranch Elementary Schools). In addition, a permanent classroom wing will be constructed at Scripps Ranch High School.

#### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the Scripps Ranch High School attendance area.\:

- Expansion of field areas, hardcourt play areas and on-site parking.
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

#### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Serra High School Attendance Area

### New Facilities

**Identified Needs**

***Regular Enrollment Forecast***

Within the Serra High School attendance area, there is an identified need for facilities to house 118 elementary students (about five classrooms), 58 middle school students (two classrooms), and 58 high school students (two classrooms). These figures are the enrollment growth anticipated through 2013 from the district's regular enrollment forecast.

***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the Serra attendance area, the growth resulting from the forecast 963 units of additional residential development/redevelopment through 2015 would require facilities for 162 elementary students (7-8 classrooms), 70 middle school students (2-3 classrooms) and 73 high school students (2-3 classrooms). These facilities are in addition to those needed to accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five.

***Proposed Military Family Housing Complex***

A potential generator of students exists which is not accounted for in either the regular enrollment forecast or the SANDAG findings. This generator is the family housing complex proposed by the military. Up to 1,600 units of housing could be included in this complex, whose propsed location is just south of Pomerado Road (see Exhibit 5.4) or one of a number of other sites in the area. The Tierrasanta Community Council and the military have entered into a continued dialogue to address the multiple planning issues, including school impacts, related to this proposal.

### *Total Identified Needs*

Facilities for up to 280 elementary students (12-13 classrooms, or 0.40 school), 128 middle school students (five classrooms) and 131 high school students (five classrooms) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

### *Addressing Unfunded Needs*

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

The forecast enrollment growth can probably be accommodated through the district's annual portable move process. If necessary, restriction of non-resident enrollment, which constitutes a significant fraction of Serra area school enrollment, could also be considered. A related issue could arise relative to available space in the neighborhood schools of the non-resident students currently attending Serra area schools. These students live primarily in the Hoover High School attendance area, where schools are already critically short of space.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the Serra High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, some schools have inadequate amounts of support space, field area (Serra High School), hardcourt area, and indoor dining/assembly space (Serra High School and Farb Middle School), along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms (Kumeyaay Elementary School).

## Addressing Unfunded Needs

### Proposition MM

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion
- Provision of additional support space at elementary schools
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms
- Farb Middle School shower/locker building

### Others

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the Serra High School attendance area:

- Expansion of kindergarten play areas, field areas, and hardcourt play areas.
- Development of additional indoor dining/assembly space.
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables on any site.

### Addressing Unfunded Needs

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

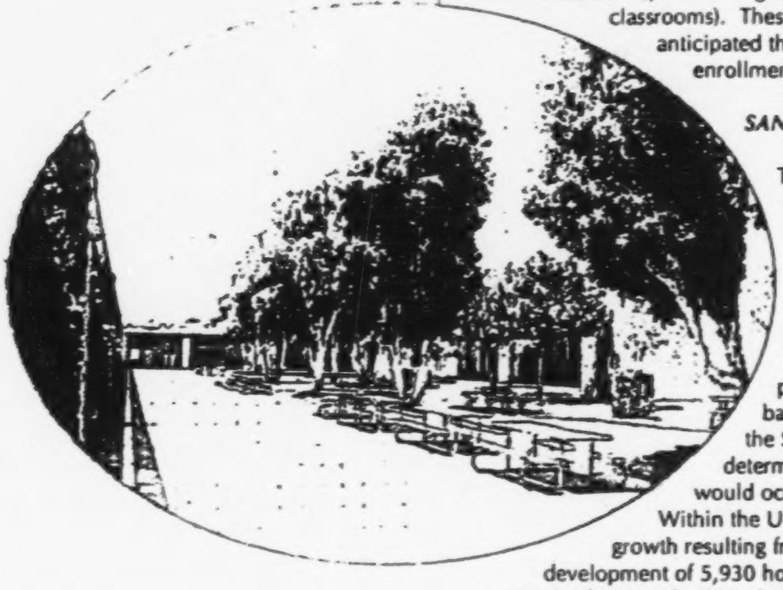
# University City High School Attendance Area

## New Facilities

### Identified Needs

***Regular Enrollment Forecast***

Within the University City High School attendance area, there is an identified need for facilities to house 124 elementary students (about six classrooms), 73 middle school students (two-three classrooms), and 97 high school students (about three classrooms). These figures are the enrollment growth anticipated through 2013 from the district's regular enrollment forecast.



***SANDAG Population/Housing Forecast***

There is currently considerable discussion taking place among local governmental entities relative to accommodating the forecast population increase of 1 million countywide over the next 20 years. The San Diego Association of Governments (SANDAG) Series 8 population/housing forecast is the basis for this projected growth. Using the SANDAG data, district staff has determined what portion of this growth would occur within various areas of the district. Within the University City attendance area, the growth resulting from the additional residential development of 5,930 housing units through 2015 would require facilities for 998 elementary students (1.43 school), 431 middle school students (15 classrooms, or 0.36 school), and 450 high school students (15 classrooms, or 0.23 school). These facilities are in addition to those needed to relieve overcrowding and accommodate the regular enrollment forecast. Details of both the regular enrollment forecast and the SANDAG forecast can be found in Chapter Five.

(1.88)

***Total Identified Needs***

The total potential need at the elementary level is 1.60 elementary school. Relative to new middle level and high school facilities, the maximum identified need totals 504 middle school seats (17 classrooms, or 0.42 school) and 547 high school seats (19 classrooms, or 0.27 school).

**Addressing Identified Needs**

***Proposition MM***

No new school facilities are specifically identified for the University City area.

***Unfunded Needs***

Facilities for up to 1,122 elementary students (1.60 school), 504 middle school students (about 17 classrooms, or 0.42 school) and 547 high school students (18 classrooms, or 0.27 school) have been identified. The extent of additional new facilities will be dependent on the level of future enrollment growth from existing and new residential development/redevelopment. In addition, furniture and equipment for all new school facilities must be funded from a source other than Proposition MM.

The scope of residential development forecast in the SANDAG findings would be realized almost entirely by the construction of market-rate apartment and condominium complexes. This type of housing currently existing in University City has relatively low levels of student generation. If this type of housing becomes more attractive to families with school-age children, however, the enrollment gains discussed above could be realized in conjunction with the forecast residential development.

[illegible] ***Addressing Unfunded Needs***

The enrollment growth anticipated in the regular enrollment forecast can be accommodated through the district's annual portable move process. If the enrollment increases associated with the SANDAG forecast are realized, however, substantial additional actions will be needed. At the secondary level, major facilities additions and/or severe restriction of non-resident enrollment would be required at both Standley Middle School and University City High School. At the elementary level, however, the situation is somewhat different. The elementary sites are already impacted from a facilities standpoint, and have less opportunity to restrict non-resident enrollment than the secondary schools.

The district is applying for matching state funds to accommodate enrollment growth. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for the construction and equipping of new school facilities not specifically identified in Proposition MM.

Where possible, the use of vacant property owned by the district and/or the city will be explored for the development of new school sites. In the University City area, the district owns an elementary school site (Marcy - see Exhibit 4.27) which is currently leased to a private school but could be reclaimed for district use if warranted by future enrollment growth.

The district will continue to review and update its identified need for new facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## Existing Facilities

A detailed analysis of identified needs at existing schools can be found in the University City High School Attendance Area binder. In summary, all schools have extensive needs in the areas of major repair and replacement, technology infrastructure (elementary and high school), and science lab facilities (middle and high school). In addition, there are inadequate amounts of library space and support space (Curie Elementary only), field area, hardcourt area, indoor dining/assembly space, and parking space, along with outdated playground equipment, uncovered outdoor dining areas and excessive numbers of portable classrooms (Curie Elementary only).

### Addressing Identified Needs

#### *Proposition MM*

Proposition MM will address the following identified needs at existing schools:

- Major repair and replacement: backlog and future
- Technology infrastructure at the high school and elementary school level
- Science lab facilities at the high school and middle school level
- Library facility expansion (Curie Elementary)
- Provision of additional support space (Curie Elementary)
- Provision of space for full-day kindergarten
- Replacement of outdated playground equipment at elementary schools
- Construction of solid-roof lunch court covers
- Provision of water supply in all elementary classrooms

#### *Unfunded Needs*

Outside of Proposition MM projects, the following high priority needs/actions are also found at existing sites in the University City High School attendance area.

- Expansion of kindergarten play areas, field areas, hardcourt play areas and on-site parking.
- Development of additional indoor dining/assembly space.
- Development of additional performing arts space (University City High School)
- Further replacement of excessive portable classrooms with permanent facilities, to a maximum of 30% portables (Curie Elementary).

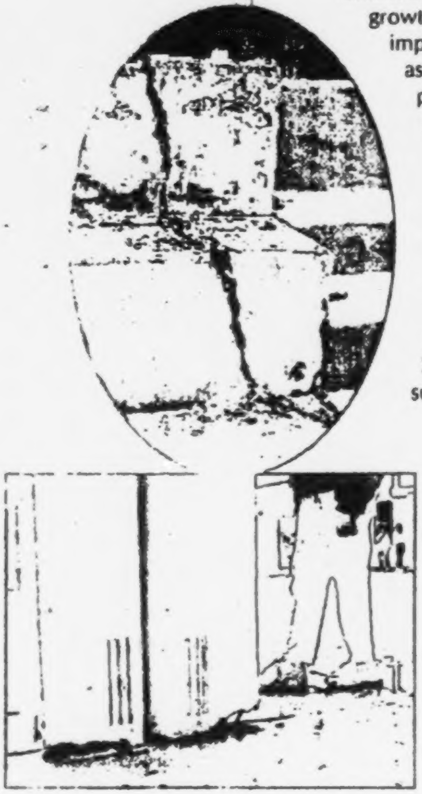
### *Addressing Unfunded Needs*

The district is applying for matching state funds to address modernization needs at existing sites. These funds are being generated by the passage of state Proposition 1A and allocated by the State Office of Public School Construction. The initial use of any funds received by the district will be to purchase furniture and equipment to equip the new schools funded by Proposition MM. Additional funding received could be used to leverage district resources for further modernization and equipment replacement at existing facilities spelled out in the LRFMP, but not specifically included in Proposition MM.

The district will also continue to work collaboratively with the City of San Diego Parks and Recreation Department to develop additional joint-use projects that can address the shortage of both school field areas and public parks in older neighborhoods.

The district will continue to review and update its needs at existing facilities and to develop future funding strategies to address these needs, including the possible need for additional local general obligation bond measures.

## IMPLEMENTATION COSTS



We have identified and evaluated the existing school facilities and the extent of new school facilities required to accommodate the district's growth and overcrowding. To fully understand the economic implications of this Long–Range Facilities Master Plan we must assign costs and project these costs for the life of this master plan. Costs are in 1998 dollars and escalated as required for the future. Costs of school facilities were identified for all 48 planning options presented to the Facilities Review Public Working Committee. Costs were consistent for all 48 options for the existing facilities component. Costs varied, however, for the new facilities component depending on the changes to the variables and how they affected student enrollment. Costs were projected for calendar years 1998/99 through 2003 (Phase 1), calendar year 2004 through 2008 and calendar years 2009 through 2013. Years 2004 through 2013 comprise Phase 2 of this plan. A summary of these costs are shown in the following chart "Long-Range Facilities Master Plan Cost Summary."

The costs in the following chart are identified in three areas: "Build new Schools", "Bring Existing Facilities up to Standards" and "Class-Size Reduction (CSR)". As new facilities are added to accommodate growth, overcrowding or Class-Size Reduction (CSR), annual operating costs will increase. These increases are noted on this chart. We find that in year 2013 of this plan, 20 new elementary, two new middle and four new high schools will be required. The total additional capital costs to address all identified needs are $3.792 billion. Total additional operating costs, for reduced class sizes and maintenance of expanded facilities, come to $101 million/year.

### SAN DIEGO CITY SCHOOLS
### FACILITIES REVIEW PUBLIC WORKING COMMITTEE
### Cost of Long-Range Facilities Master Plan

| | COSTS (in Millions) | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of New Schools | | | Build New Schools | | | | | Bring Existing Schools up to Standards | | | | | CSR | Total Costs | | |
| | EL | MI | Sr | Capital | | | Annual Operating | | Capital | | | Annual Operating | | Annual Operating | Capital | Capital (All) | Annl Oprtng |
| DRAFT | | | | 1* Land & Bldgs | 2 Furn. & Equip. | 3* Sched'ld Major Rpr./Rpl. | 4 School Admin. | 5 Ongoing Maint., Cust., Lndscp. | 6* Land & Bldgs (incl. portable moves & new portables | 7 Furn. & Equip. | 8* Major Rpr./Rpl. (Future) | 9* Schedul'd Major Rpr./Rpl. (Future) | 10 Ongoing Maint., Cust., Lnscp. Increment | 11 New Teachers | 12* | 13 | 14 |
| 1998 - 2003 | 14 | 1 | 1 | 718 | 11 | 108 | 8 | 24 | 1,756 | 146 | 180 | 32 | 15 | 18 | 2,794 | 2,951 | 65 |
| 2004 - 2008 | 20 | 1 | 2 | 1,073 | 16 | 161 | 11 | 36 | 1,756 | 146 | 180 | 32 | 15 | 18 | 3,202 | 3,364 | 80 |
| 2009 - 2013 | 20 | 2 | 4 | 1,439 | 23 | 216 | 15 | 46 | 1,756 | 146 | 180 | 32 | 22 | 18 | 3,623 | 3,792 | 101 |

* Indicates that the category is fundable with local General Obligation Bonds

**Assumptions**

Kindergarten through Grade 5 class size reduction with full-day Kindergarten classes. Assumes grades 4-5 are implemented and state funding is available for teachers

New elementary schools constructed with permanent capacity to accommodate 500 students with sufficient land and additional portable classrooms to accommodate a total of 700 students. Core facilities are to be designed for 700 students and the school will operate on a traditional or single-track year-round calendar.

Existing elementary school enrollments reduced to 700 or less except for schools where existing permanent classroom capacity exceeds 700 students.

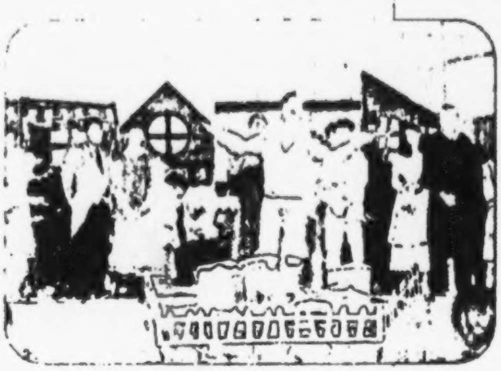
Middle schools built with permanent facilities for population of 1,200, land and core facilities for population of 1,500, and high schools built with permanent facilities for population of 1,600, land and core facilities for population of 2000.

**These cost calculations also include the following assumptions:**

1. All schools will have Level 1 and 2 needs satisfied.
2. Schools will be neighborhood schools with 50 percent of the Voluntary Ethnic Enrollment Program (VEEP) students returning to their resident school.
3. Where needed, additional facilities added to schools in the Morse and San Diego clusters to allow grade reconfiguration to K-5 elementary schools, 6-8 middle schools, and 9-12 high schools.
4. Overcrowded elementary schools where students exceed 129 students per acre will be reduced to 129 students per acre except where the capacity of permanent classrooms permits higher densities.

## PHASE 1 - PROPOSITION MM

As stated earlier in this report, Phase 1 is separated into two categories. In Category 1: Repairing Buildings and Housing Students, $387,000,000 has been identified for major repairs to existing schools. This major repair consists of the Major Repair and Replacement Backlog ($258m), Code Compliance, (local, state, and federal code compliance mandates) ($59m), and Future Major Repair and Replacement for Existing Schools ($70m). A total of $508,000,000 has been allocated for New Schools. There are 13 new elementary schools at a cost of 33 million dollars each, one new high school replacement/expansion at a cost of $92 million dollars, and the replacement of two temporary schools with permanent construction that will cost $27 million dollars each. Total costs for Category 1: Repairing Buildings and Housing Students is $895,000,000.



Category 2: Projects to Improve Teaching and Learning has been allocated a total of $615,000,000. These projects have been identified in 10 subcategories: (1) Single-Session Kindergarten ($49m); (2) Technology infrastructure for elementary and high schools ($209m); (3) Build/Expand libraries at 184 schools ($84m); (4) New/upgraded science classrooms at middle and high schools ($133m); (5) Lunch court structures ($19m); (6) Replacement of portables with permanent buildings ($47m); (7) Provide water to all elementary classrooms ($6m); (8) Provide additional educational support spaces at schools ($35m); (9) Major Additions ($18m); and (10) Site discretionary funds ($15m). 6.9

A complete breakdown of Phase 1 as approved by the Facilities Review Public Working Committee and the Board of Education follows on the next page.

## PHASE 2

As stated earlier, Levels 2, 3 and 4 needs and new facilities to accommodate growth in years 6-15 are a part of Phase II. A comprehensive plan similar to that for Phase 1 will be prepared for Phase 2 in the future. The districts needs will continue to change with time and will be greatly affected by the implementation of Phase 1. The district will continue to evaluate these changes annually and plan accordingly.

Business Services Division
Facilities Planning Department

**PROP. MM BOND EXPENDITURES**
**$1.51 BILLION**
June 23, 1998 (REVISED)

| ***CATEGORY 1***<br>**REPAIRING BUILDINGS AND HOUSING STUDENTS[1]** | **Estimated Cost** |
|---|---|
| 1. Major Repair and Replacement Backlog[2] | $ 258,000,000 |
| 2. Code Compliance (playground compliance, disabled access, climate control) | 59,000,000 |
| 3. Future Major Repair and Replacement for existing schools [3] | 70,000,000 |
| **Major Repair Subtotal** | $ 387,000,000 |
| 4. New schools for growth and to reduce overcrowding: | |
| a. 11 designated elementary schools @ $33M each[4] | $ 323,000,000 |
| b. High school replacement/expansion to improve overcrowding and grade reconfiguration conditions in the Lincoln/Gompers, Morse and San Diego clusters[5] | 92,000,000 |
| c. 2 undesignated elementary schools @ $33M (possible locations include Point Loma, Hoover/Crawford, Morse-2, Scripps Ranch) | 66,000,000 |
| d. Replace temporary schools older than 20 years (Burbank, Mead) | 27,000,000 |
| **New Schools Subtotal** | $ 508,000,000 |
| ***CATEGORY 2***<br>**PROJECTS TO IMPROVE TEACHING AND LEARNING[1]** | |
| 1. Single-session kindergarten at all elementary schools | $ 49,000,000 |
| 2. Technology infrastructure for elementary and high schools | 209,000,000 |
| 3. Build/expand libraries at 104 schools | 84,000,000 |
| 4. New/upgraded science classrooms at middle and high schools | 133,000,000 |
| 5. Construct lunch court structures at all elementary and secondary schools without structures | 19,000,000 |
| 6. Replacement of portables with permanent buildings at 20 schools | 47,000,000 |
| 7. Water to all elementary classrooms | 6,000,000 |
| 8. Additional building space to support instruction at 84 elementary schools, Twain, Muir, and Y.O.U. (e.g., counseling, parenting, conference, and special ed. facilities) | 35,000,000 |
| 9. Major additions (Marshall Middle, Dana Middle, Farb, Edison) | 18,000,000 |
| 10. Site discretionary funds to all schools for construction or repairs ($100 per student) | 15,000,000 |
| **Project Subtotal** | $ 615,000,000 |
| **GRAND TOTAL** | **$1,510,000,000** |

**Notes:**

[1] Priorities recommended by Facilities Review Public Working Committee (FRPWC).

[2] Cost includes: construction ($180M); 10% for design, engineering, project management, testing, inspection and fees ($18M); 20% contingency ($36M); and three years' inflation at 5% per year for the construction segment of the economy ($24M). Work to be accomplished by the year 2001.

[3] Cost for years 1998/99 through 2003/04 include construction ($108.6M); 10% for design, engineering, project management, testing, inspection and fees ($10.8M); and six years' inflation at 4% per year for the construction segment of the economy ($17.9M) less the estimated six year district contribution ($93.2M). Total: $44.1M. Additional bond funds are allocated as a set-aside for unforeseen facility and/or economic conditions ($25.9M).

[4] Total cost adjusted for cost savings due to the development of two primary schools and use of land already owned by the district.

[5] Cost assumes a 30-classroom multi-story building at San Diego High School, plus replacement of the existing Lincoln campus with a new, state-of-the-art comprehensive Lincoln High School (including land acquisition to expand the Lincoln site).

## IMPLEMENTATION SCHEDULE

It is essential to develop a schedule for the implementation of this LRFMP. Although it is too early to schedule Phase 2 of this plan because that work is too far in the future and no funds yet exist, we have enough detailed information and the funds in place for the Phase 1 scope of work. Many factors affect the scheduling of work. The sheer magnitude of the scope of work is overwhelming in itself. Even though Proposition MM passed for a total amount of $1.51 billion, the amount of bonds that can be sold each year is limited. The ability of the local design and construction industry is limited to how much work can actually be performed. As labor resources diminish, design and construction costs increase. This is further impacted by the recent passage of a state-wide school bond program for $9.2 billion. The scope of work must be evaluated and scheduled in proper sequence so a building does not receive a new roof or paint one year only to have it damaged or torn out completely by subsequent modernization work the following year. The district may participate in the state program and therefore be eligible for state funding. In order to take advantage of state funds, those projects that qualify may need to proceed ahead of other projects that don't qualif;. otherwise, the district may lose out on millions of dollars in state grant funds. There are many other factors that affect the scheduling of projects in addition to these listed.

The district is working with its consultants and the Independent Citizens' Oversight Committee (ICOC), implemented as a part of Proposition MM, to determine the quickest and most economical schedule for implementing Phase 1 of the LRFMP. The following preliminary draft schedule addresses all of the needs of Phase 1 in one of the following categories:

- New schools
- Classrooms additions
- Full-day kindergarten
- Technology infrastructure
- Non-classroom additions
- Replacement of facilities
- Upgrade existing facilities
- Major repair and replacement
- Code compliance

Those projects that do not require the generation of design plans and review by the Division of the State Architect will begin construction immediately. These projects include some Major Repair and Replacement, Code Compliance, and Technology Infrastructure. Projects that require land acquisition, design, and plan review by the State Architect and the California Dept. of Education will also begin immediately, but will take a year or more before construction may begin. All projects are scheduled to be completed within eight years.

## POTENTIAL PHASE 1 FUNDING SOURCES

San Diego City Schools has been very aggressive at seeking and attaining facility funding from a variety of sources. Primarily, local bonds/taxes have funded facility improvements with additional funding obtained at both the state and federal levels.

A summary of the various funding mechanisms follows.

### State School Facility Program

Historically, the district has not participated in former versions of this program. With the recent changes in the program, the district has begun participation.

### Federal Emergency Management Administration

SDCS has received roughly $1.25 million over the last seven years, primarily for the purposes of flood repair/control.

### Federal Impact Aid

In the early 1970s, SDCS received some funding assistance for Hancock, Miller and DePortola schools. Recently, no funding has been available.

### Deferred Maintenance

SDCS has received between $1 million - $3 million annually from the state for deferred maintenance. The district matches the amount received from the state each year.

### Class-Size Reduction

SDCS has participated in every possible opportunity to access facility funds for additional classrooms needed due to CSR. Approximately $17 million has been received to date in this category.

### Emergency Classrooms Act of 1979

SDCS has not participated due to the requirement to qualify in the State Lease Purchase Program.

### Asbestos Abatement Program

SDCS has not pursued funding due to the participation requirement in the State Lease Purchase Program (see Item 3).

### Air Conditioning/Insulation Program

SDCS has not pursued funding due to the participation requirement in the State Lease Purchase Program (see Item 3).

### Year-Round School Program

SDCS has participated in this program for the last 8-10 years. The current funding received by the district is $75,000 for two schools.

### Educational Technology

SDCS has not pursued funding due to the participation requirement in the State Lease Purchase Program (see Item 3).

### General Obligation Bonds

In 1974, SDCS received voter approval (Prop. XX) to issue debt for approximately $200 million for facility needs. In 1988 and 1992, due to early payoff of Prop. XX debt, the district extended the debt issuance by an additional $500 million through Propositions Y and O respectively. In 1998, voters approved Prop. MM for $1.51 billion.

### Developer Fees

From 1971-1986, SDCS received over $200 million from various developer fee agreements. From 1986 to present, the district has received roughly $86 million in statutory fees.

### Redevelopment Agency Pass-Through

The district and the City of San Diego currently have five project area agreements in place. Only one, the City Heights Project Area, has contributed $14,000 of funding. To date, none of the other project areas has generated funds.

### Certificates of Participation

SDCS has used COPs to borrow against the debt capacity of Propositions Y and O.

### Special Taxes for Assessment Districts

SDCS has not pursued any special taxes due to the negative impact they might have on passing other voter-approved funding.

### Mello Roos Community Facilities Act

SDCS has not enacted this funding due to previous developer fee agreements and the limited size of properties being developed.